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ABSTRACT

These health curriculum guidelines were designed for teachers of students in grades 5 and 6. Six major topic areas are covered: 1) physical fitness and personal habits; 2) anatomy, physiology, and hieredity: 3) mental health, growth, and development: 4) mental health and drugs: 5) consumer health: and 6) disease control and dental health. The format provides the teacher with health concepts which are appropriate for fifth and sixth grade students. Suggested instructional objectives, teaching strategies, and classroom activities are included as well as media resources. (JD)

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ED189052

# Revised Guidelines for

# Comprehensive Health Education

## Grades 5 and 6

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107p

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## Preface

The Comprehensive Health Education Act (79-1270) adopted by the Nebraska State Legislature in 1971 requires that:

1 instruction in comprehensive health education shall take place in all schools;
2 the Commissioner of Education shall prepare and distribute, upon request, teaching aids and materials for effective courses in comprehensive health education; and
3 schools failing to meet the provisions of the act will be guilty of a deviation from the approval and accreditation rules and regulations.

Acting upon the directive of this legislation, the Department of Education with the assistance of an advisory committee developed *Guidelines for Comprehensive Health Education: A Conceptual Approach,* and made this publication available to schools in 1972. Those guidelines suggested that a truly comprehensive program should include 17 major topics of instruction. Concepts and teaching activities were suggested for each instructional topic.

**Local school systems were urged to use the guidelines as a foundation or "working** tool," to be of assistance as schools designed instructional programs which met the specific needs and interests of their pupils while being consistent with the educational philosophies of their local communities. Decisions about program content, selection of instructional materials and teaching methodology were and are the responsibility of each school system.

Since the passage of the Comprehensive Health Education Act and the subsequent development of health curriculum guidelines, the Department of Education has received numerous requests from school administrators and teachers for assistance in two common areas:

1 the development of observable and/or measurable instructional objectives; and
2 the identification of suitable supportive instructional materials.

**It is because of these continued requests that the Department of Education has** undertaken revision of the comprehensive health education curriculum guidelines. This publication (for grades 5 and 6) is the third of five such guidelines which span grades K to 12.

A majority of the concepts suggested in the original health guidelines are included in this revised edition. The concepts have been reorganized, however, into seven or fewer major topic areas rather than the original 17 areas. Learning objectives have been designed to assist teachers in determining if their students have attained the concepts. Supportive media which can assist in the learning process have been identified for each concept.

According to the desires of the local school system, instructional television can play a major supporting role in utilization of these guidelines. Existing and newly-developed ITV health education telelessons will be broadcast on a schedule which matches the scope and sequence of the health concepts and learning objectives found in these guidelines. This coordinated combination of print and other media resources is the most comprehensive curriculum project ever undertaken by the Department of Education.

**These curriculum guidelines are suggestions. How the guidelines are used is a decision of each local school district. Each school district decides the specific content to be included in its instructional program, and at which grade levels that content is to be taught.**

**M. Anne Campbell**
**Commissioner of Education**

# Introduction

## Health Education—A Statement of Philosophy

Traditionally, man has been concerned with the interaction between his body and his environment, and the premise has been that physical health is an end in itself. An understanding of man's biologic problems, the means to physical health, the nature of diseases and the signs and symptoms suggesting ill health are vital to everyone. However, physical health is in itself only a means to an end. Man should not be concerned only with the shell which separates him from his environment, but with his total being.

The concept of total health implies an understanding of a sound body and the appreciation of one's potential and individual worth. It permits expression of an individual's creativity and enhances the dignity and satisfaction that comes through individual ability to give of oneself. Man cannot assume the state of total health alone, for everyone functions with others and within his or her environment.

Approaches to total health education must employ parallel programs, on the one hand aimed at children, their families and their environment, and on the other hand striving to develop new understandings on the part of teachers and school administrators. The successful realization of education for health results from the combined efforts of individuals who complement the activities of each other, supplement the information offered and reinforce the attitudes developed in youth by challenging them to think.

An understanding of the social phenomena underlying new knowledge and emerging problems appears to be particularly significant in relation to curriculum development focused on health education. Because this area of study is concerned with the individual – not as a biological organism, an intellectual or emotional being, or a social creature – but rather as a whole person, an entity, all of the related forces basic to curriculum development seem to command equal consideration.

Good health is not accidental. It is a product of nature and culture, and is related to understanding and values. Good health must not only be philosophical; it must be capable of extension into the realities of daily living. Good health and related understanding should not be, and must not remain, the right of a privileged few. It is to this end that the Department of Education, assisted by the Nebraska Comprehensive Health Education Advisory Council, has undertaken preparation of a guide for the sharing of basic concepts and objectives relevant to health education.

**Approaches to total health education must employ parallel programs, on the one hand aimed at children, their families and their environment, and on the other hand striving to develop new understandings on the part of teachers and school administrators.**

## Health Education in Education

Through the years the term "health" has taken on many different meanings. In ancient societies physical well-being and rules for hygiene were stressed. One of our first recorded references to a concept of health was by Deemus Junius Jebenal (50-130 A.D.) who wrote about "a sound mind in a sound body." Later, during the Seventeenth and Eighteenth Centuries, John Locke was often quoted: "A sound mind in a sound body is a short but full description of a happy state in this world; he that has these two has little to wish for."

Somewhat later, around the mid-Nineteenth Century, Horace Mann, secretary to the first board of education in the United States in Massachusetts, was instrumental in stressing the importance of physical well-being and emphasizing health education.

However, mental and social well-being were not appreciably emphasized until the mid-Twentieth Century. Through the years broader and more complete meanings of health have evolved. Today our society is concerned not only with curing or treating sickness or preventing disease, but is also concerned with raising the level of individual health and well-being.

Health is now considered to be a dynamic quality of life rather than a static entity. It is the result of the interaction of many factors and conditions. Hoyman emphasizes this when he refers to health as: "... a moving target ... a dynamic ecologic resultant involving the interaction of many factors and conditions..."[3]

Health is a combination of physical, mental and social well-being, all dynamically interrelated. The individual functions as a whole, as an integrated individual with each dimension of health influencing the others. So physical illness has an effect on emotional well-being and social relationships. The psychosomatic aspects of health illustrate dynamic interrelationships between various dimensions of health.[4]

Educators have been consistently vocal in their expression of concern for the role of health education in education. One of the earlier and more important statements emanated from the 1918 report by the Commission on the Reorganization of Secondary Education appointed by the National Education Association.[9] The report declared health to be one of the seven cardinal principles of education.

The Educational Policies Commission[6] in *The Purpose of Education in American Democracy* (1938) described desired pupil outcomes in each of four groups of educational objectives: a) self-realization; b) human relationships; c) economic efficiency; and d) civic responsibility. In education for self-realization, the commission stated that the health-educated person:

1 Understands the basic facts about health and disease;
2 Protects his own health and that of his dependents; and
3 Works to improve the health of the community.

More recently, the Educational Policies Commission,[5] in *An Essay on Quality in Public Education*, stated that the elementary curriculum should, among other things, teach the essentials of safety and personal health and promote physical coordination and skill.

In a statement about the objectives of schools prepared by the American Council on Education, the objective of health education was to lead students to improve and maintain their own health and to accept their share of responsibility for protecting the health of others.[1]

Other significant bodies have emphasized the role of health education, including the White House Conference on Education in 1955.[8] In response to the question, "What should our schools accomplish?," the conference report recommended that schools help each pupil to develop physical and mental health and wise use of time, including constructive leisure pursuits.

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**Health is now considered to be a dynamic quality of life rather than a static entity. It is the result of the interaction of many factors and conditions.**

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A more recent significant statement about the outcomes of education is included in the report of the National Education Association's, *Project on Instruction.* It states, in part, "... the content of health instruction belongs in the school curriculum because such knowledge is necessary, is most efficiently learned in school and no other public agency provides such instruction."[7]

As the preceding statements indicate, health education has been an objective of education for many years. It is a discipline which focuses on and strives for maximum physical, mental and social efficiency for the individual, the family and the community.

Health is a broad area and it is positive in its implications. Multiple factors contribute to achievement of a state of health. The health education curriculum must be built around the biological and social facts and principles which relate to man's existence, survival and adjustment. Health education may be conceived as an applied science which rests on solid scientific and social foundations.

Facts and principles, drawn from such scientific areas as genetics, anatomy, physiology, bacteriology, microbiology and psychology, as they can be applied to human living and human health, are essential. Likewise, facts and principles arising from sociology, social psychology, anthropology, economics and political science, known to be significant in understanding health needs and problems, become equally important in the health education process. As such, health education is a discipline in which the relevant knowledge and ideas from several fields are combined and synthesized.

## Health Education—A Definition

Have you ever been asked: What is health education? How does what you teach in health education relate to a child's everyday involvement with self, home, school and community? Are facts as important as attitudes in health education? In other words, have you ever been asked to put into words just exactly what you believe health education really is, or is not, and how it contributes to the total educational program of each child? Perhaps if you have not been asked by someone else, you have asked yourself questions similar to these.

Such questions must be probed until meaningful answers are set forth. While these guidelines are devoted to helping health educators, administrators and other educational personnel involved with health programming approach a better understanding of school health education, its program, methods and application, the American Medical Association and the National Education Association, through their Joint Committee on Health Problems in Education,[2] have succinctly outlined the essential elements in the definition of what health is, what it is not, and how it can relate meaningfully to the school.

### Health Education Is:

Education for health for healthful living of the individual, family and community.

An academic field and subject. All of its content and objectives are intellectual and academic in nature. Its content must have meaning and purpose for students now as well as for future students.

A relatively new discipline. The natural (biological), the behavioral and the health sciences provide its foundation.

Facts, principles and concepts pertaining to healthful living. These constitute its body of knowledge.

The body of knowledge identified, organized, synthesized and utilized in appropriate courses and experiences; it is sequentially arranged to form the discipline.

Derived from sociology, psychology, educational psychology and the behavioral sciences—its purpose is to change favorably health behavior (knowledge, attitudes, practices).

A needed approach to bridge the gap between scientific health discoveries and man's application of these discoveries in daily life.

### Health Education Is Not:

Hygiene of yesteryears. It is not "blood and bone" hygiene, nor is it physiological hygiene.

Anatomy of physiology or both of these combined. These fields serve as its foundation, but do not contribute the major concepts of its body of knowledge. They are necessary as background to understand health concepts applied to living.

A pure science, but an applied science. It is an applied science concerned with man's understanding of himself in relation to health matters in a changing society.

Physical education. Health education and physical education are separate and distinct fields. They have similar goals and are closely related, but their activities and the conduct of activities are completely different. Sound physical education programs properly conducted contribute to the health of the individual.

Physical fitness. It contributes to the total fitness of man. It is not synonymous with muscle fitness.

Driver education. Health education is related to driver education through its safety area. Driver education is but one facet of safety.

Contributing to the well-educated individual by providing meaningful health experiences which can change health behavior. (Educational Policies Commission, *The Purpose of Education in an American Democracy*, 1938).

Best achieved by developing the rational powers of people (critical thinking), enabling them to make wise decisions and to solve personal, family and community health problems. (Educational Policies Commission, 1961.)

Based upon and improved through basic and applied research.

Best conducted by professionally prepared health educators from accredited colleges and universities.

An integral part of the curriculum at every level and an essential element in the general education of all students.

The educational component of a school, college or university health program (instructions, services, environments).

A requirement course organized to deal with legal provisions of alcohol, narcotics and fire prevention. These are essential problems that should be incorporated with other basic problems to provide a structured course or program.

A rainy day or incidental instruction. Health education must be carefully planned and incorporated into the curriculum. It must be taught in a wholesome learning environment in which pupil activities can be carried out, particularly through problem-solving situations under the guidance of professionally prepared health educators.

Just grooming practices such as tooth brushing and hair combing. Health education has gone far beyond grooming.

## What Does Health Education Mean for Your School?

Through adequate education for health, you can provide students with:

Opportunities to discuss problems of interest to them, to assess the values of others, and to identify with an adult directly interested in the problems of their age group.

The opportunity to use real problems in studying the process of critical thinking.

Interest in the health and safety aspects of their own daily activities.

A sense of responsibility for personal health.

A feeling of responsibility for community health.

A critical attitude toward advertising of health services and products.

An understanding of growth and development.

An opportunity to develop the ability to understand and interpret health information.

The knowledge and skill to understand and utilize reliable health care.

An appreciation for good health.

Pride in developing and maintaining good health.*

*This discussion of what health is and is not, and of how it can relate meaningfully to your school is reprinted with the permission of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association.

## Factors Affecting Classroom Climate

Following are some factors which may influence the students' ability to acquire positive concepts through health education.

**A Healthful School Environment**

The school should be a laboratory where the individuals have opportunities to explore their own ideas and to develop personal values and understandings. Schools can contribute to the health (and educational achievement) of children and youth by making it possible for them to live healthfully while they are in school.

**A Comfortable Social-Emotional Climate and an Alert Interested Teacher**

The teacher guides the learning of desirable social attitudes, i.e., cooperation and fair play, as well as activities and interests to help in growth and maturity development. The teacher needs to be aware of individual health needs of students. An important part of developing a healthful school environment is the social-emotional climate which the teacher establishes in the classroom. The climate must render the student free to inquire, to question, to investigate and to discuss with both the teacher and fellow students. Any threat of embarrassment or reproof must be eliminated if the learners are to have the opportunity to develop individually according to their needs.

**An Understanding of Goals for Self-Direction**

Students must learn to assume responsibility for care and maintenance of their own health. After leaving school, when self-direction is required, the student will need to know how to plan and carry out a program of healthful living. To help achieve this goal, it is imperative that students be given opportunities for analysis, evaluation and application of health information through varying experiences. Without such opportunities it becomes increasingly difficult to expect that they will do so after the security of the school environment is behind them, based solely on theoretical examination of information.

**Guidance in Meeting Health Problems**

The health of children – physical, mental and social – depends upon what they do for themselves more than upon what is done for them. While the home and community remain the major influences in determining the health attitudes of children, it becomes the responsibility of the school to serve as a catalyst by effecting a meaningful merger of all these influences upon the life of the individual.

**Meaningful Units Adapted to the Maturity Level of the Children**

Programs in health education must be continuous – taught on a regular basis. The content of the program is determined by the needs and interests of the children and by the stage of growth and maturity which they have reached. Readiness is an important factor for learning.

**Motivation for Learning**

Before learning can be meaningful, a student's interest must be stimulated. The desire to learn is an essential prerequisite for critical thinking and the teacher is challenged to help each individual develop this desire according to his or her interests and needs. The opportunity to make decisions, to accept responsibility for choices and to aid in planning, developing and evaluating projects will increase student interest and motivation.

**Opportunity to Use Real Life Situations as a Basis for Interests in Health**

Health is more than a subject to be taught. It is a way of life. As such it presents daily opportunity for development of attitudes, concepts and skills that will help students to become healthier, happier individuals. Teachers can have a dynamic impact upon students if they will use these daily interactions to best advantage. To serve as an exemplar to which the learner may look with pride can be one of the teacher's greatest assets. One's actions speak so loudly that what is said can scarcely be heard.

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7 National Education Association. *Schools for the Sixties: A Report of the Project on Instruction.* (New York: McGraw-Hill Book Co., Inc., 1963).

8 The Committee for the White House Conference. *A Report to the President.* (Washington, D. C.: Superintendent of Documents, Government Printing Office, 1956).

9 United States Department of the Interior, Bureau of Education, *Cardinal Principles of Secondary Education,* Bulletin 1918, No. 35, (Washington, D. C.: Superintendent of Documents, Government Printing Office, 1918).

## UTILIZATION OF THE REVISED GUIDELINES

These revised guidelines for comprehensive health education have been designed to offer teachers suggestions which can assist in providing varied learning opportunities for students.

While acquisition of accurate health knowledge is important, of far greater concern is formation of desirable personal and public health attitudes, values and practices. With this concern in mind, instructional objectives have been developed which are stated in measurable and/or observable terms. It is hoped these objectives will assist teachers in determining if their students are developing desirable health attitudes, values and practices.

These revised guidelines contain six major topic areas. These topics and their areas of concentration are:

1 Caring For Your Body – physical fitness and personal health habits;

2 Functions of Your Body – anatomy, physiology and heredity;

3 Maturing Physically, Emotionally and Socially – mental health and growth and development;

4 Personal Decisions That Affect Your Future – mental health and drugs;

5 You As A Consumer – consumer health;

6 Maintaining Good Health – disease control and dental health.

The format of these guidelines has been designed to provide the teacher with:

1 health concepts which are appropriate for the 5-6 student;

2 instructional objectives written in measurable and/or observable terms;

3 suggested teaching strategies and classroom activities; and

4 suggested support materials.

| Concept | Instructional Objective | Suggested Activities | Media Resources |
|---|---|---|---|
| **A short statement which identifies a health concern.** | **Two or more statements which will assist the teacher in determining if the student has attained the health concept.** | **Suggested teaching strategies and activities which will assist the student in attaining the instructional objective.** | **Suggested support material which may be used as a teaching activity.** |
| Participation in a variety of physical activities helps to promote development of body symmetry. | The student should be able to:<br>1 List his/her favorite forms of play and exercise. | 1 Have students write a report on "My Favorite Sport." The report should cover the muscles (shoulder, arms, legs, etc.) especially developed by the sport; the safety precautions and rules that must be observed; and the social development that can result from participation in the sport. | 1 "Physical Fitness and Good Health," a Nebraska Department of Health film. |

These guidelines also contain three appendices.

> Appendix A contains ITV telelesson overviews and activities. Appendix B contains illustrations which may be used for making transparencies and reproductions. Appendix C lists Nebraska-based agencies and associations which have free or inexpensive materials available.

**It should be stressed that this is only a guide. The ideas presented are intended as suggestions which schools may use as they develop a health program for 5-6 students. This guide does not make precise recommendations about which concepts or areas should be covered at grade three or at grade four. The State Board of Education and the Department of Education have consistently stated that course content and the selection of instructional materials are concerns of each local school system. Such decisions should be based upon the specific needs and interests of the students as well as the educational philosophy of the local community.**

Health education is very broad in scope and draws upon the physical, social and life sciences. Thus a comprehensive health education program is interdisciplinary in nature. Therefore, it is strongly suggested that all teachers within a school system work together to coordinate their efforts to avoid repetition or omission of content.

Innovative teachers will not limit themselves to the suggestions in these guidelines, but rather will go beyond to create their own original learning situations.

**Caring For Your Body**

This unit includes physical fitness concepts dealing with personal health habits, exercise, rest and nutrition.

The fifth and sixth grade student is growing physically, mentally and socially. He/she is also growing in added responsibility. The student can gain a sense of pride and accomplishment in being able to care for many personal needs. The concepts in this unit will assist the student in gaining this added sense of pride and personal responsibility.

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 1 The human body requires daily care. | The student should be able to:<br>1 List at least three personal health practices.<br>2 Check the personal health items he/she does daily when given a list of personal health responsibilities. | 1 Discuss the values of personal cleanliness habits: bathing or showering, washing the hair, caring for fingernails, washing hands before meals and after using the toilet.<br>2 Present the following equation as a guide to physical fitness and discuss it:<br>Exercise + Proper Diet + Adequate Sleep = Physical Fitness | |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 2 Participation in a variety of physical activities helps to promote development of body symmetry. | The student should be able to:<br>1 List his/her favorite forms of play and exercise.<br>2 Identify the activities which require the greatest amount of muscle involvement when given a list of physical activivies.<br>3 Identify the physical activities that he/she can enjoy throughout a lifetime. | 1 Have students write a report on "My Favorite Sport." The report should cover the muscles (shoulder, arms, legs, etc.) especially developed by the sport; the safety precautions and rules that must be observed; and the social development that can result from participation in the sport.<br>2 Have students poll their classmates and identify the most popular sport or physical activity. Why is it so popular? How does it contribute to physical development?<br>3 Have the students conduct a similar poll of their parents, teachers and other adults to identify the adults' most popular physical activity. | 1 "Physical Fitness and Good Health," a Nebraska Department of Health film. |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 3 Conditioning activities help prevent injuries in sports. | The student should be able to:<br>1 Explain that warm-up activities prepare the body for strenuous activities.<br>2 Describe the effect on the following during warm-up activities:<br>a) Heartbeat;<br>b) Breathing rate; and<br>c) Muscles | 1 Discuss the benefit of conditioning or warm-up activities. Warm-up exercises help prepare the body for strenuous activities – the heart rate and breathing increase and additional amounts of blood are poured into the vital organs. The muscles also work better when they have been "warmed up."<br>2 Invite the physical education instructor to speak to the class on proper training practices which help avoid strains and fractures.<br>3 Types of warm up exercises:<br>a) Run in place<br>b) Sit on edge of chair with legs spread, stretch to touch right hand to left toe and vice versa<br>c) Stand and place left hand on hips and right hand over head. Bend to the left as far as possible and then change the hands and bend to the right<br>d) Sit ups. | 1 "Fitness for a Lifetime," ITV Telelesson. (See appendix A, p. 79.) |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 4 Everyone's daily diet should be planned to include foods which provide sufficient amounts of nutrients and calories. | The student should be able to:<br>1 Review the four basic food groups and the number of servings required from each group daily.<br>2 Review the five basic nutrients and their functions.<br>3 Select the unbalanced list when given a choice between balanced and unbalanced lists of one day's food intake; and to correct the unbalanced list using the four food groups as a guide. | 1 Discuss and review the basic four food groups.<br>a) Milk (four servings);<br>b) Fruit and Vegetables (four servings);<br>c) Bread and Cereal (four servings);<br>d) Meat (two servings).<br>2 Match the nutrients with their functions:<br>1. Carbohydrates — a. Building and Repairing<br>2. Protein — b. Heat and Energy<br>3. Fat — c. Regulation of body processes<br>4. Minerals<br>5. Vitamins<br>Answer:<br>1. b, 2. a, 3. b, 4. c and a.<br>3 Chris and Jenny are sixth graders. On the next page is a listing of their food intake for one day. Have the students decide which diet is not balanced according to the basic four. What could be done to balance the diet? (Chris' diet is unbalanced; it lacks one-and-a-half servings (1½ cups) milk.) | 1 "Nutrition: Effects of Food on the Body" and "Nutrition: Building Healthy Bodies," ITV lessons. (See Appendix A, p. 80 and 81.)<br>2 "How A Hamburger Turns Into You" a Nebraska Department of Health film.<br>3 Refer to Appendix C for printed material available from the American Dairy Association and the Nebraska Department of Health. |

Chris and Jenny are sixth graders. Here is a listing of what each of them ate in one day. Which diet is not balanced according to the Basic Four? What could be done to balance the diet?

| | Jenny | Chris |
|---|---|---|
| **Breakfast** | ½ cup grapefruit juice<br>1 egg<br>1 slice toast and jelly<br>1 cup milk | 1 peach<br>¾ cup cereal<br>½ cup milk<br>1 egg |
| **Snack** | 1 cup milk<br>1 oatmeal cookie | 1 cup orangeade<br>1 doughnut |
| **Lunch** | 3 oz. hamburger with bun<br>½ cup chili<br>carrot sticks (equal to ½ cup)<br>1 cup milk | 1 taco (with 1 oz. meat, 1 oz. cheese)<br>½ cup refried beans<br>1 whole orange<br>2 oatmeal cookies |
| **Snack** | 1 peanut butter sandwich (1 T. peanut butter) | 2 oatmeal cookies |
| **Dinner** | 3 oz. chicken<br>½ cup potatoes<br>½ cup peas<br>½ cup vegetable salad<br>1 cup milk and 2 oatmeal cookies | 3 oz. pork chop<br>½ cup potato salad<br>½ cup green beans<br>½ cup carrot-raisin salad<br>1 slice chocolate cake |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 5 Certain processing of foods makes eating a varied and interesting part of our lives. | The student should be able to:<br>1 Identify at least four methods of food processing (canning, freezing, dehydrating, drying, salting, freeze drying, smoking).<br>2 Explain that a greater variety of food forms are available because of the development of these processing methods. | 1 Have the students draw or collect pictures showing four different forms of a processed food. Appropriate pictures for corn might be: corn on the cob, canned whole corn, canned cream corn, frozen corn on the cob, corn chip products, corn meal, cornflakes.<br>2 List the steps in the processing of canned peas. Ask the students to arrange them in order of sequence.<br>1. Cans sorted, labeled and boxed.<br>2. Covers placed on filled cans.<br>3. Rapid cooling.<br>4. Peas inspected.<br>5. Separate peas by size by floating in a brine solution.<br>6. Peas poured into cans.<br>7. Harvest peas to separate peas from vine.<br>8. Peas in cans are steamed in pressure cookers.<br>9. Transport peas to processing plant.<br>Proper order is: 7, 9, 5, 4, 6, 2, 8, 3, 1. | 1 Refer to Appendix C for material available from the American Dairy Association and the Nebraska Department of Health. |

**Functions of Your Body**

This unit includes the health areas of anatomy, physiology and heredity. The human body is a marvel with many separate but interrelated parts that enable people to work, play, discover and create.

Body parts and systems are always included in a comprehensive health education program. However, it is important that this content be presented in a relevant manner so the student realizes that what's being taught is what's really going on inside his/her body. The material in this unit will give the student a better insight into himself/herself and the functions of the body.

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 1 Body systems are composed of several parts; many of the body systems work together. | The student should be able to:<br>1 List at least two body systems composed of many parts (circulatory, respiratory, digestive).<br>2 Identify the function of each of the systems listed for number 1.<br>3 Explain the interdependence of each of the systems listed for number 1. | 1 Using pictures or illustrations, have students label the parts of the circulatory, respiratory and digestive systems.<br>2 Discuss the functions of the three systems.<br>3 Discuss how the systems work together, i.e.:<br>a) The respiratory system provides oxygen and the circulatory system transports the oxygen.<br>b) The digestive system puts food into usable form and the circulatory system transports it. | 1 "Take Joy," a film from the American Cancer Society Nebraska Division.<br>2 Transparency masters in Appendix B (see p. 101-103):<br>a) Circulatory system;<br>b) Respiratory system;<br>c) Digestive system. |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 2 The nervous system is the communications network of the body. | The student should be able to:<br>1 List the brain, spinal cord and nerves (sensory and motor) as the three main parts of the nervous system.<br>2 Explain that the spinal cord acts as a passageway for both sensory and motor nerves.<br>3 Explain that the sensory nerves carry messages to the brain.<br>4 Explain that the motor nerves carry messages from the brain to the muscles. | 1 Using the transparency on the nervous system in Appendix B, locate and identify by name the brain, spinal cord and sensory and motor nerves.<br>2 Present the following to the class: "The sense organs are outposts of the nervous system. Messages of sensation - light, sound, touch, taste, smell - travel from the sense organs via the sensory nerves to the brain. The brain interprets the message and sends commands for action to the muscles via the motor nerves.<br>Following this presentation, discuss:<br>a) What does it mean that people "see" and "hear" with their brains?<br>b) How does the brain act as the "control center" of the body?<br>c) How might damage to the spinal cord cause paralysis?<br>3 Using an appropriate illustration of the parts of the nervous system, describe how it works:<br>a) When Sandy touches a hot stove;<br>b) When Bob is surprised by the sound of a fire engine;<br>c) When Dick is reading a book. | 1 "Take Joy," a film from the American Cancer Society Nebraska Division.<br>2 "The Body's Communication System," ITV lesson. (See Appendix A, p. 82.)<br>3 Transparency master in Appendix B: the nervous system. (See p. 104.) |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
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| 3 The endocrine system is the chemical regulator of the body. | The student should be able to:<br>1 Define hormones as secretions found in the blood stream which influence the activity of particular organs.<br>2 Define the endocrine glands as glands that produce hormones which flow directly into the blood stream.<br>3 Identify by name and describe the function of one of the glands of the endocrine system. | 1 Illustrate and describe the location of the various endocrine glands. (Use the transparency master on p. 105 for this activity.)<br>2 Discuss the following with the class:<br>a) Pituitary Gland. Called the "master gland," its hormones influence the functioning of all the other endocrine glands. It produces growth hormones.<br>b) Thyroid. It regulates the pace at which the body functions.<br>c) Thymus. It produces growth hormones.<br>d) Adrenal. This gland produces adrenalin which increases heartbeat and respiration in times of stress. | 1 "The Body's Chemical Regulator," ITV lesson. (See Appendix A, p. 83.)<br>2 Transparency master in Appendix B: endocrine system. (See p. 105.) |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 4 All living things develop from a single cell or the union of single cells.<br><br>*NOTE:*<br><br>*Title IX of the Educational Amendments of 1972 provides that boys and girls may be separated for instruction dealing with human sexuality. It is recommended that you check your school's policy regarding this matter.* | The student should be able to:<br><br>1 Label the main parts of a cell (nucleus, cytoplasm and cell membrane.)<br><br>2 Name a living organism that develops asexually. (The cell simply divides and the result is two identical daughter cells; yeast and bacteria are two examples.)<br><br>3 Define an egg cell as a sex cell produced by a female.<br><br>4 Define a sperm cell as a sex cell produced by a male.<br><br>5 Define fertilization as the union of the egg and sperm. | 1 Have the students do individual or group library work on the following:<br><br>a) How one-celled amoebas reproduce;<br>b) How fish, birds and mammals reproduce.<br><br>2 If possible, obtain an incubator and put a dozen fertilized chicken eggs in it. On the third, sixth, ninth, twelfth, fifteenth and eighteenth days, open an egg to evaluate the development of the chick. Allow the remaining eggs to hatch; this takes about 21 days. | 1 "How You Grow," ITV lesson. (See Appendix A, p. 84.)<br><br>2 "Human Heredity," a Nebraska Department of Health film. |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 5 The human reproduction system provides the cells for producing a new person.<br><br>*NOTE:*<br><br>*Title IX of the Educational Amendments of 1972 provides that boys and girls may be separated for instruction dealing with human sexuality. It is recommended that you check your school's policy regarding this matter.* | The student should be able to:<br><br>1 Identify the major parts of the female reproductive system.<br><br>2 Identify the functions of the female reproductive system.<br><br>3 Identify the major parts of the male reproductive system.<br><br>4 Identify the functions of the male reproductive system. | *Teacher Content*<br><br>1 Major parts of human reproductive systems:<br><br>a) female - ovaries, Fallopian tubes, uterus and vagina.<br>b) male - testes, vas deferens and penis.<br><br>2 Major functions of human reproductive system:<br><br>a) Ovaries and testes function to produce sex hormones and sex cells.<br>b) Fallopian tubes and vas deferens transport the sex cells to other parts of the reproductive system.<br>c) The uterus is the organ where the fertilized ovum grows and develops.<br>d) The vagina is the canal which connects the uterus to the outside of the body.<br>e) The penis passes sperm and urine outside the body. | 1 "Boy to Man" and "Girl to Woman," Nebraska Department of Health films. |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 6 The pattern of the organism is passed along to new cells by duplication of chromosomes. | The student should be able to: | 1 Have the students draw and appropriately label the cell membrane, cytoplasm, nucleus and chromosomes. | 1 "Human Heredity," a Nebraska Department of Health film. |
| *NOTE:* | 1 Draw and label the main parts of a cell (including the membrane, cytoplasm, nucleus and chromosomes located within the nucleus). | 2 Ask the students if they know any sets of twins. Collect the names and sexes of the children. Explain that identical twins are the result of a single fertilized egg which has split while fraternal twins are the result of two separate eggs which were fertilized by two different sperms. | 2 "Family Tree," ITV lesson. (See Appendix A, p. 85.) |
| *Title IX of the Educational Amendments of 1972 provides that boys and girls may be separated for instruction dealing with human sexuality. It is recommended that you check your school's policy regarding this matter.* | 2 Define genes as particles which are responsible for each specific inherited trait. | 3 Ask the students to select an inherited trait such as color of hair, color of eyes, shape of nose, shape of face, and identify the other members of their family with this similar trait. Suggest that they make up a family tree and code these traits as they appear in their family. | |
| | 3 Define chromosomes as threadlike particles which carry the genes. | | |
| | 4 State that every human cell (with the exception of the egg and sperm cells) contains two sets of 23 chromosomes, or a total of 46 chromosomes. | | |
| | 5 State that each egg and sperm cell contains one set of 23 chromosomes. | | |
| | 6 Explain that after fertilization, each ovum has a full set of 46 chromosomes (its own 23 plus 23 from the sperm cell which fertilized it). | | |

**Maturing Physically, Emotionally and Socially**

This unit includes mental health and growth and development. The students at this age level are entering puberty and experiencing many changes.

The concepts in this unit deal with these physical, social and emotional changes taking place in both boys and girls and the coping skills needed to deal with everyday problems and pressures. At this time in their development it is important that students have an opportunity to gather correct information and share thoughts and ideas in order that they realize what is happening to them is expected, natural and normal.

## Concept

1 Puberty is a time of change in boys and girls.

*NOTE:*

*Title IX of the Educational Amendments of 1972 provides that boys and girls may be separated for instruction dealing with human sexuality. It is recommended that you check your school's policy regarding this matter.*

## Instructional Objectives

The student should be able to:

1 Identify at least three of the changes which occur as children approach puberty (physical growth, secondary sex characteristics, changes in emotional feelings, social behavior).

2 Give at least two reasons for physical differences among adolescents. (Heredity, physical activity, early and late growers, growth spurts at maturity, nutrition.)

3 Identify secondary sex characteristics which develop at puberty, when given a list of body parts.

4 Describe at least three emotional and social behavioral changes which take place as children reach puberty. (Development of new interests, increased independence from parents, increased feelings about the opposite sex.)

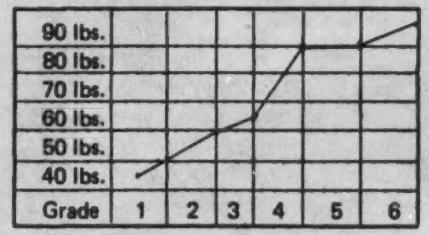
## Suggested Activities

1 Have the students list all the various changes that take place as they approach puberty. Be sure to include the emotional and social changes as well as the physical changes in growth and development.

2 Prepare a growth and development chart.
Example:

| Grade | Year | Height | Weight |
|---|---|---|---|
| 1 | 1970 | | |
| 2 | 1971 | | |
| 3 | 1972 | | |
| 4 | 1973 | | |

Chart the height and weight of each student.
Example:




Allow students time to compare periods when different rates of growth appeared.

## Media Resources

1 "Boy to Man," "Girl to Woman" and "Puberty in Boys," Nebraska Department of Health films.

2 "Strong Feelings," ITV lesson. (See Appendix A, p. 86.)

3 Refer to Appendix C for materials from the Nebraska Department of Education.

3 Briefly describe the changes which occur as boys and girls reach puberty.

| | Boys | Girls |
|---|---|---|
| Voice | | |
| Body Hair | | |
| Body Contour | | |
| Skin Changes | | |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 2 The menstrual cycle is a natural event which indicates that the human female body has reached one stage of maturity.<br><br>*NOTE:*<br><br>*Title IX of the Educational Amendments of 1972 provides that boys and girls may be separated for instruction dealing with human sexuality. It is recommended that you check your school's policy regarding this matter.* | The student should be able to:<br><br>1 Explain that the menstrual cycle begins with a build up of a lining containing fluid and blood inside the uterus.<br><br>2 Define ovulation as the release of the egg cell (or ovum) from the ovaries.<br><br>3 Define menstruation as the flowing out of the rich uterine lining. (If the ovum had been fertilized, the lining of the uterus would have been the place for the egg to implant itself; menstruation would not have taken place.)<br><br>4 Explain that the menstrual cycle is a natural and normal occurrence. | 1 Discuss with the class some of the effects of the menstrual cycle on females before or during menstruation.<br><br>Slight increase in weight<br>Tenderness or enlargement of breasts<br>General bloated feeling<br>Abdominal or back pain<br>Headache<br>Easily upset<br>Moody<br><br>Not all of these effects are felt by all females. Some may be affected in only one or two ways while others are not affected at all.<br><br>(Overemphasizing these effects may have a pshychosomatic effect on some girls in the class -- i.e., some girls may experience abdominal pain only, or in part, because of anticipation of such pain.)<br><br>2 Discuss with the class that menstruation is normal and natural in girls who have reached puberty. For most, it is not necessary to change any of their daily habits during this time. For example, it isn't necessary to stop washing their hair, or to stop exercising or stop eating certain foods. | 1 "Girl to Woman," a Nebraska Department of Health film. |

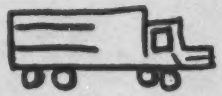
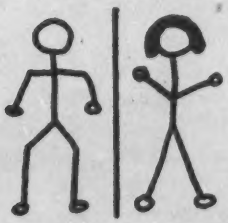
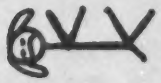
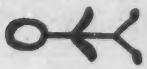
| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 3 Friendship is a great joy and one of humanity's greatest gifts. | The student should be able to:<br>1 Identify at least three positive and three negative characteristics of people.<br>2 Select two characteristics that you feel are the most important in making and keeping friends.<br>3 Identify ways that he/she is like his/her friends and ways that he/she is unlike them. | 1 As a class, discuss characteristics that are important in making and keeping friends. (Honesty, respecting privacy, keeping confidences, loyalty, courtesy.)<br>2 Set up groups of five or six students. Ask each group to role play ways that they could be assured of never having any friends.<br>3 Ask each student to select a favorite character. This can be a real or fictional person, living or dead. Ask students, "Would you like to be friends with this person?" Have the students write why they would or would not. | 1 "The Fun of Making Friends," a Nebraska Department of Health film.<br>2 "To Be a Friend," a UNL Instructional Media Center film.<br>3 "Getting Even," ITV lesson. (See Appendix A, p. 87.)<br>4 Refer to Appendix C for material available from the Nebraska Department of Public Institutions. |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 4 Emotions such as anger, hate and frustration do occur and can be controlled or accepted. | The student should be able to:<br>1 Identify examples of negative emotions such as anger, hate and frustration.<br>2 Describe a negative situation and identify how he/she felt and what caused it.<br>3 Identify his/her method of dealing with the situation described in 2.<br>4 Identify at least one alternative method of dealing with the situation described in 2 and 3. | 1 Ask each student to make a collage of magazine pictures depicting his/her current mood – how does he/she feel right now? The students are not to use words. If the individual agrees, his/her completed collage may be shared with the other children. The students may guess how each other is feeling from viewing the projects.<br>2 Ask each student to answer the questions below about anger. (Words such as "frustrated," "hatred" or "frightened" may be substituted for "anger.")<br>Discuss with the class:<br>a) There are many ways a person can show he/she is angry. How do you show your anger?<br>b) Does your way of showing anger usually help you to feel better afterwards?<br>c) If not, how else might you show your anger?<br>d) What can you do when someone gets angry with you?<br>3 Ask each student to mark a paper into three columns: Feelings, What Caused It, What I Did About It.<br>Using this chart, ask each student to keep a record of his feelings for one week. At the end of the week, allow those who wish to share their records to gather in a circle or in small groups to talk about them. | 1 "Our Angry Feelings," a Nebraska Department of Health film.<br>2 "Joshua In A Box," a UNL Instructional Media Center film.<br>3 "How Do You Show," ITV lesson. (See Appendix A, p. 88.) |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 5 Rules and policies have a definite and important place in people's lives. | The student should be able to:<br>1 List five rules which influence behavior at home or school or in the community.<br>2 Explain the reasons for rules and policies at home, at school and in the community.<br>3 Select a school area (nurses' office, library, cafeteria) and write a report about the need for the rules and policies which govern that area. | 1 Ask the students to select a particular day and keep a written list of all the rules and policies that guide their behavior that day. The lists should include rules set down by home, church, school and community. After the lists are completed, ask for volunteers to share their material with the rest of the class.<br>2 Continue the discussion of rules and policies of law and order. What is the difference between a rule and a law?<br>3 Ask the class to name some things that aren't against the law that they feel should be illegal. From this list, choose one of the items and have the class write it as a law. Be sure to identify the law, state the penalty and specify who will enforce the law. | 1 "Power Play," ITV lesson. (See Appendix A, p. 89.) |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 6 Discussing problems often provides solutions to seemingly difficult problems. | The student should be able to:<br>1 Describe a situation when discussion might be helpful in solving a problem.<br>2 Name at least one person with whom he/she could discuss a confidential matter. | 1 Set up the following problem.<br>In Jim's class the rules are that students may go to the restroom without supervision as long as they behave appropriately. One day while in the boys room, Jim meets Tom who is from another room. The two boys have fun splashing the water. Tom then plugs the sink with some paper and fills the bowl with water. The bell rings and the two rush off with the water still running. The sink fills and overflows. The water leaks through the floor into the room below. The damage is serious.<br>The following day the principal attempts to find out who caused the damage. Tom tells Jim that he's not going to say anything.<br>Ask the class:<br>a) What could Jim do?<br>b) Would discussing his problem with someone else be helpful?<br>c) Who might he talk with about this problem?<br>d) What might Jim say to Tom? To his teacher? Parent? Principal? (He might tell the story differently depending upon who he's talking with.) | 1 "Someone to Talk With," ITV lesson. (See Appendix A, p. 90.) |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 7 Leisure time activities affect the development of the family. | The student should be able to:<br>1 Identify various family activities.<br>2 Describe how it feels when involved in these family activities.<br>3 Explain how these activities can affect the total development of the family. | 1 Ask the students to write a description of their family activities. They should include in their description answers to the following:<br>a) Which members of the family are involved in this activity?<br>b) Which members most enjoy this activity?<br>c) How it feels while involved in this activity?<br>d) Is this an activity which requires teamwork? If so, how does it feel to work together?<br>e) Is it true that "the family which plays together stays together"? Explain. | |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 8 Changes that occur in daily living affect family life. | The student should be able to:<br>1 Identify at least three changes that can affect family life.<br>2 Describe the feelings brought about by these sudden changes.<br>3 Demonstrate ways that family members help each other during these times of change. | 1 In small groups (five or six students), compile a list of changes that can occur and cause a change in the regular family routine. As a class, compare and discuss the small group work. Included in the list will be such changes as death, moving, divorce, illness and loss or change of jobs.<br>2 Explain to the students that they will draw pictures illustrating how they feel about experiencing sudden changes. Draw and explain the following symbols:<br>1.  <br>Moving<br>2.  <br>Divorce or separation When parents decide they don't want to live together.<br>3.  <br>Death of Pet<br>4.  <br>Death of Person | 1 "Traveling Shoes" and "Break Up," ITV lessons. (See Appendix A, p. 91 and 92.) |



Allow the children to choose one of these situations. Tell an appropriate story for each situation and ask the students to draw a series of pictures illustrating the feelings involved. For example:

"Once upon a time there was a boy named Chris. Chris had a dog named Duke (picture 1). One day Chris came home from school and his mother told him that Duke had been hit by a car and had died (picture 2). Chris was very sad because he loved Duke (picture 3). Chris' whole family was very sad and some of them cried (picture 4). The family gathered together and talked about how they felt. Each tried to share their feelings with each other. They offered each other comfort and understanding (picture 5). As the days went by, Chris began to remember the many happy times that he and Duke had shared (picture 6).

**Personal Decisions That Affect Your Future**

This unit includes instruction on mental health and drugs. These important areas of health education can not be taught purely as content but should be presented from a feeling, affective approach. How the student feels about himself/herself and others has a strong influence on the decisions most are eventually faced with of whether to use or misuse drugs. The concepts in this unit are directed toward giving students accurate information about the possible dangers of drug misuse and toward making them aware of the many factors that influence such decisions.

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 1 Decisions made early in life frequently affect an individual's future. | The student should be able to:<br>1 List the five steps in the decision-making process.<br>2 Give an example of how families influence decision making.<br>3 Give an example of how friends influence decision making. | 1 Whenever it is necessary to make a decision which may affect the future, consider the following decision-making process:<br>a) Define the problem<br>b) Identify alternatives<br>c) Identify possible consequences of each alternative<br>d) Choose from among the alternatives<br>e) Plan for action and act.<br>Ask each student to identify one of his/her problems and try to resolve it using the decision-making model. Examples might include finances, grades, family, drugs.<br>2 Set up a realistic situation and have the students dramatize the decision-making that is involved. For example: You are a sixth grade girl and your very best friend is pressuring you to smoke. Use the decision-making process to work through this situation. A word of caution – a decision of this sort may be very complex and in some cases the decision-making process may be over-simplified. For example, there frequently are other factors which enter between identifying the possible alternatives and choosing from among the alternatives. These factors include personal values and parent and peer pressure – they have a strong influence and must be dealt with when analyzing a decision-making process. | 1 "Drugs – The First Decision," a UNL Instructional Media Center film.<br>2 "Drugs – Use or Abuse" and "Smoking – It's Your Choice," Nebraska Department of Health films.<br>3 Refer to Appendix C for materials available from the Nebraska Department of Health.<br>3 Family and friends have a strong effect on decision-making. Ask the class to discuss the extent to which these two factors should enter into their decisions. Have each student list examples of decisions in which families and friends should have a part and those which are none of their concern. |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 2 Habits are difficult to change. | The student should be able to:<br>1 Explain that habits are behaviors which are difficult to change.<br>2 Identify at least three habits he/she feels are desirable.<br>3 Identify at least three habits he/she feels are undesirable.<br>4 Identify those habits he/she would like to change.<br>5 Explain how he/she would go about changing these habits. | 1 A habit is an acquired mode of behavior that has become nearly or completely involuntary. Because of this, many habits are difficult to change. Habits such as smoking and the use of alcohol and other drugs carry with them a physical and/or psychological dependence on the substance itself. Ask the students to select a particular day and keep a record of all their behaviors which could be classified as habits. After this information has been completed, have the students analyze their findings by identifying:<br>a) their desirable habits<br>b) their undesirable habits<br>c) those which may be physically harmful<br>d) those which may be psychologically harmful<br>e) those habits they would like to change<br>f) how they would go about changing those habits | 1 "Smoking and Kids" and "Smoking: Pete Ennis Doesn't Smoke Yet," a Nebraska Department of Health film.<br>2 "Easy Way Out," a UNL Instructional Media Center film.<br>3 "Barney Butt" and "Smoking and You," Nebraska Heart Association films.<br>4 Refer to Appendix C for materials available from the American Cancer Society Nebraska Division. |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 3 Using any substance on a regular basis may have adverse affects on physical and/or mental health. | The student should be able to:<br>1 Identify a substance that he/she uses on a regular basis.<br>2 Explain that using any substance on a regular basis may adversely affect mental health.<br>3 Identify at least three substances that may adversely affect physical health. | 1 As a class, make a list of substances that all people need on a regular basis. Include such general things as food, air, water, light.<br>2 Have each student make a personal list of substances that he/she uses regularly. The list might include:<br>a) Substances that are necessary and beneficial such as daily vitamins and prescribed medicines.<br>b) Substances that are of questionable benefit, such as soda pop, candy and gum.<br>c) Substances that have been found to be directly harmful, such as cigarettes, alcohol and misused legal and illegal drugs.<br>After the students have completed the lists, ask them to share with the rest of the class. Have the students identify those substances that may be harmful to mental or physical health. | |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 4 Stimulants are present in many common beverages. | The student should be able to:<br>1 Define stimulants as drugs that speed up the action of the central nervous system.<br>2 Describe the effects of stimulants on the body.<br>3 Identify common beverages that can be classified as stimulants.<br>4 Identify caffeine as a drug that is in these beverages. | 1 Caffeine is a well-known drug found in coffee, tea and soft drinks. It is viewed as a weak stimulant and is used by millions of people each day. The use of this drug is well accepted and it is not generally considered as a serious drug problem. However, this might not always be the case. Discuss as a class or role play the following:<br>a) The "cokaholic" who drinks a Coke before breakfast, at lunch, after school and in the evening.<br>b) The coffee drinker who has to have a cup of coffee to start the day and drinks six to eight cups during the remainder of the day.<br>2 Consider the following questions concerning caffeine users:<br>a) Have these people become dependent on the drug?<br>b) Is the use of the drug affecting their health?<br>c) Are others being affected by their daily use?<br>d) Is cost a factor in their habit? | 1 Refer to Appendix C for materials available from the Nebraska Department of Health. |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 5 The use of chemicals can affect personal and social health. | The student should be able to:<br>1 Identify examples of chemicals which, if misused, can adversely affect personal and social health.<br>2 Select a particular chemical and explain how its misuse can affect personal and social health. | 1 Below are a list of personal and social problems often associated with misuse of chemicals. Have students individually rank the list, indicating the problems that have the greatest effect upon one's personal life to those that have a lesser affect:<br>a) Leads to crime<br>b) Cost<br>c) Bad for the mind<br>d) Harmful to the body<br>e) Bad effect on family life<br>f) Bad effect on work<br>g) Damages friendships<br>h) Causes one to keep late hours<br>i) Cause of many accidents<br>Ask students to share their rankings and have the class try to agree upon a common ranking.<br>2 Many people are affected by one individual who misuses drugs. Consider those people who are affected by a problem drinker. Those most directly affected include the drinker's family, friends and co-workers.<br>Discuss the following:<br>a) How might a family be affected by the financial hardships caused by a problem drinker?<br>b) How might family members be hurt socially and emotionally by a problem drinker? | 1 Refer to Appendix C for material available from the Nebraska Department of Health and the Nebraska Department of Education. |



c) What kinds of problems might a drinker cause friends and co-workers?

3 Recent studies indicate that at least 50 per cent of all fatal traffic accidents are caused by persons who have been drinking excessively. What other types of accidents might be connected with the immoderate use of alcohol?

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 6 The public is protected against chemical substances that might harm the body by a variety of means. | The student should be able to:<br>1 Identify the "Pure Food and Drug Laws" as health laws that protect the public from dangerous food and drugs.<br>2 Identify the Food and Drug Administration (FDA) as an organization which enforces the "Pure Food and Drug Law."<br>3 Describe at least two ways the FDA helps protect the consumer. | 1 The FDA functions in various ways to enforce the "Pure Food and Drug Laws":<br>a) It can prevent insufficiently proven drugs from being sold.<br>b) It can require products to be redesigned, relabeled or packaged in a safer way.<br>c) It can initiate removal of products from the marketplace if new scientific data reveals risks that are not acceptable.<br>In groups or individually have the students further investigate the work of the FDA. Information is available by writing to:<br>• Food and Drug Administration<br>1709 Jackson<br>Omaha, Nebraska<br>2 Discuss the following:<br>a) Are laws and regulations necessary in order to protect the public against potentially harmful chemical substances?<br>b) Should the laws and regulations be more strict or more lenient? Why?<br>c) Are there any times when an unproven drug might be used? (In a testing situation; with a terminally ill person when there's no other hope.) | 1 "FDA," ITV telelesson. (See Appendix A, p. 93.) |

**You As A Consumer**

This unit includes the area of consumer health. This is a relatively new, but very important area of health education. Everyone is constantly bombarded with all kinds of advertisements for products that promise to do all manner of good things for the user. Therefore it is necessary that the consumer have the needed information to make wise consumer buys.

Concepts in this unit deal with identifying accurate sources of health information, factors that influence the selection and use of health products and the effect that advertising has on consumer health habits. Because most students at this age have money of their own, the material in this unit should be very interesting and relevant.

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
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| 1 **Many factors influence the selection and use of health products.** | The student should be able to:<br>1 Identify at least five examples of health products.<br>2 Identify at least three factors which influence the purchasing of a health product.<br>3 Select a health product and identify the factors which are the most influential in the purchasing of that product. | 1 Define a health product as an item that can be purchased which affects one's physical, mental or social health. Ask each student to make a list of health products which he/she asks for or buys. This list would include cosmetics, soaps, deodorants, mouthwash, toothpaste, medicines, food and even clothes.<br>2 Discuss the many factors which influence purchasing. These include need, personal preference, availability, price, prior experience with the product and convenience.<br>3 Ask each student to select several brand-name health products and identify the reasons or factors that might influence the purchasing of this product. For example:<br>Product / Reason for Purchase<br>Crest / Advertisement<br>Zest Soap / Like the smell<br>Collect the data from all the students and identify those factors or reasons which have the greatest effect on the largest number of people. | 1 "The Things You Buy and Why," ITV lesson. (See Appendix A, p. 94.) |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 2 Health information comes from various sources. | The student should be able to:<br>1 Identify at least three sources of health information.<br>2 Identify the source which has the greatest influence on his/her health decisions.<br>3 Identify at least two sources of health information which might be misleading. | 1 Ask each student to list at least 10 sources of health information. This list may include health-related agencies (cancer society, lung association), medical professions, teachers, parents, TV, radio, magazines, newspapers, friends.<br>2 Have each student rank his/her list (1 for the greatest influence, 10 for the least influence). For example:<br>Source — Rank Order<br>Parents — 1<br>Medical Doctor — 2<br>Teachers — 3<br>Television — 4<br>Have the students share their lists and rankings with the whole class. There should be some differences. Some students may be greatly influenced by TV while others are not at all.<br>3 After all have shared their lists and rankings, have the whole class agree upon the 10 most important sources of health information. Discuss those sources that might be misleading such as TV, magazine ads, friends and relatives. Following this discussion ask the students if they wish to re-rank their list of 10 sources of health information. Ask why changes in the lists were made. | |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 3 Advertising often affects what people buy, thereby affecting their health. | The student should be able to:<br>1 Make a list of products that people buy that can affect their health.<br>2 Identify the various ways that these health products are advertised.<br>3 Identify products that he/she buys because of the influence of an advertisement. | 1 As a class make a list of all the products that people buy that can affect health (i.e., food, medicine, products for skin, teeth, hair, nails). Consider: Can even the clothes you wear affect your health? How?<br>2 Have the class select a particular product. Identify all the various ways it is advertised (TV, radio, magazine, billboards, newspaper). Have each student keep a daily record for one week of the ways and number of times the product is advertised. For example: | 1 "Buy and Buy," ITV lesson. (See Appendix A, p. 95.) |

| Brand X Cereal | TV | Magazine | Radio |
|---|---|---|---|
| Day 1 | 4 | 2 | 0 |
| Etc. | | | |

Total this at the end of the week. Compile the material of each of the students to get an idea of the vast amount of exposure we all have to various forms of advertising.

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 4 Advertising claims may be misleading. | The student should be able to:<br>1 Identify various techniques used in advertising.<br>2 Identify an example of testimonial advertising.<br>3 Identify an example of "bandwagon approach" advertising.<br>4 Evaluate an example of either testimonial or "bandwagon" and explain how these techniques may be misleading. | 1 There are various approaches or techniques in advertising. Two of these techniques are:<br>a) Testimonial. A well-known personality talks about the product and says he/she uses it.<br>b) Bandwagon. The consumer is encouraged to buy the product because everyone else uses it.<br>Ask each student to look through newspapers and magazines to find examples of these techniques. Discuss the two techniques. How might they be misleading?<br>2 Encourage the students to become aware of advertisements that make claims which are misleading or possibly untrue.<br>Ask them to bring in examples. Keep an "I doubt if that's really true" file. | 1 "Buy and Buy," ITV lesson. (See Appendix A, p. 95.) |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 5 Comparison shopping is necessary in making wise buying decisions. | The student should be able to:<br>1 Determine the price per ounce of various food products.<br>2 Compare price per ounce amounts to determine which is most and least expensive.<br>3 Compare the ingredients of similar products to determine product quality (cereals, canned goods, etc.). | 1 Have students bring empty food containers (cans, boxes, bags) to school. Tell them to be sure to know the price of the container.<br>2 Explain formula for computing price per ounce: cost of product divided by the number of ounces. (ounces $\overline{)\text{cost}}$ = cost ÷ ounces = $\frac{\text{cost}}{\text{ounces}}$)<br>3 Have the students compare similar products, computing the cost per ounce. (Be aware that for many foods — meats especially — cost per serving is a better indicator of economy than cost per ounce.)<br>4 Have students compare similar products by examining the food value of the products.<br>Per serving:<br>calories _____<br>fats _____<br>proteins _____<br>carbohydrates _____<br>5 Have students compare similar products by examining the ingredients of the products.<br>For example:<br>all beef<br>beef by-products<br>flavoring (artificial or real)<br>coloring<br>food preservatives | 1 "Wise Buying," ITV telelesson (See Appendix A, p. 96.) |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 6 Evaluation of health products and services is the responsibility of the consumer. | The student should be able to:<br>1 List important factors in the selection of health products.<br>2 Select a health product from among its various competitors and identify the product which is the best consumer choice.<br>3 Identify when it is necessary to seek outside medical help. | 1 Have each student make a list of factors important in the selection of a health product (i.e., advertising, price, availability, convenience, personal preference, prior experience).<br>2 Have the students evaluate a product to determine the best consumer choice using the following criteria:<br>a) Make a list of the various competitors.<br>b) Do comparison shopping according to:<br>1) price/quality<br>2) price/brand name<br>c) Identify factors indicated in objective 1.<br>d) Identify the product which is the best buy.<br>3 No one is expected to run to the doctor with every ache or pain. However, there are times when one should see a doctor. Discuss with the class these times:<br>a) When an ache or pain continues for several days.<br>b) When a fever continues for several days or goes as high as $102^{o}$.<br>c) When there is extreme pain.<br>d) When a common illness lasts more than several days.<br>e) When there are any bodily changes such as fainting, unexplained bleeding or unexplained change in weight. | |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
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| 7 Harm may result from self-diagnosis and self-medication. | The student should be able to:<br>1 List at least three dangers of self-diagnosis and self-medication.<br>2 Distinguish between over-the-counter drugs and prescription drugs.<br>3 Explain why it is necessary to follow directions when taking any medicines. | 1 Discuss the various dangers involved in self-diagnosis and the use of over-the-counter drugs. Consider the following:<br>a) Causes unnecessary worry.<br>b) Time is wasted; this may cause irreversible danger.<br>c) Covers up symptoms.<br>d) May be injurious or fatal.<br>e) Provides a false sense of security.<br>f) Encourages fads and quackery.<br>2 Over-the-counter drugs include any type of medicine which can be purchased without a doctor's prescription. Prescription drugs are available only with the permission of a medical doctor. Discuss with the class that while taking either of these types of medicines it is necessary to follow all directions.<br>3 Have the students bring in empty containers or advertisements for over-the-counter drugs. Read the labels (ads) and discuss the following:<br>a) The dosage directions (how much is taken at what time intervals).<br>b) Length of time drug may be taken.<br>c) Possible dangers associated with taking the drug. | 1 "You Take Good Care of Yourself," ITV telelesson. (See Appendix A, p. 97.) |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 8 There are many career opportunities in health education. | The student should be able to:<br>1 Make a list of the career possibilities in the field of health and medicine.<br>2 Select one of these careers and write a report explaining the duties of this career and the training that is required. | Career opportunities in health education.<br>1 Careers in Medicine<br>Dentistry<br>Dental hygiene<br>Medicine (doctor)<br>Optometry<br>Medical technology<br>Medical-secretarial<br>Pharmacology<br>X-Ray technology<br>Preventive Health Work<br>Dietetics<br>Food and drug inspection<br>Sanitary engineering<br>School nurse teaching<br>Public health education<br>Therapy and Rehabilitation<br>Physical therapy<br>Speech therapy<br>Occupational therapy<br>Vocational-rehabilitation therapy<br>Mental Health<br>Psychiatry<br>Psychology<br>Psychiatric nursing<br>Social worker<br>Mental health technology | |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 9 Laws and regulations are designed to protect health. | The student should be able to:<br>1 Identify at least two local, county or state agencies that protect consumers of health products (Health Department, Nebraska Medical Association, Better Business Bureau, volunteer agencies, other health departments).<br>2 Name at least one federal agency which provides consumer health protection (Food and Drug Administration, U.S. Postal Service, Federal Trade Commission, U.S. Department of Agriculture).<br>3 Identify at least two laws that protect the consumer (meat inspection act; Food, Drug and Cosmetics Act; milk act). | 1 Invite a resource person from a local, county or state agency which provides consumer-health protection to speak with the class.<br>2 List the local, state and federal agencies which provide consumer health protection (Better Business Bureau, U.S. Postal Service, Agriculture Department, County and State Health Departments, Food and Drug Administration).<br>3 Have the class write a letter to the Food and Drug Administration, asking for materials related to consumer-health protection. (Do not ask for materials in class-size quantities.) | 1 Refer to Appendix C for materials available from the Nebraska Department of Health. |

**Maintaining Good Health**

This unit includes disease control and dental health. The introductory concept presents the idea that people share the earth with many other living organisms, some of which may cause disease. Through medicine, science, research and education, many diseases have been conquered. However, much remains to be discovered about the great killers of today — heart disease and cancer.

The material in this section is presented to close the gap between these current medical discoveries and their application to the lives of each student.

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
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| 1 People share the earth with many other living things; some of them are microorganisms. | The student should be able to:<br>1 Define the term "microorganism" as a living organism too small to be seen without a microscope.<br>2 Give at least two examples of types of microorganisms (bacteria, virus, protozoa, rickettsiae).<br>3 Describe at least one way that microorganisms are helpful. | Content Note<br>a) Bacteria in the human intestine enable proper digestion of food.<br>b) Bacteria in the ground perform the decay process. This process breaks down dead organisms. Once broken down, these organisms provide nourishment for plants.<br>c) Microorganisms are a necessary ingredient in the fermentation process which is important to the wine and cheese industry.<br>1 Ask the students to use the dictionary and write a definition of microorganisms.<br>2 Allow the students an opportunity to observe a drop of water under a microscope. Have them make their own observations and describe what they see. | 1 "Microorganisms," ITV lesson. (See Appendix A, p. 98.) |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 2 Microorganisms grow rapidly and may cause disease. | The student should be able to:<br>1 Explain that microorganisms grow by dividing in two. (This division takes place approximately every 20 to 30 minutes.)<br>2 Construct a microorganism growth chart.<br>3 List at least four diseases directly caused by microorganisms. | 1 Present and discuss the following experiment by Lazara Spallanzani in Italy in the late 1700s. Spallanzani wanted to prove that microbes grow by dividing in two. He isolated one microbe and then observed it carefully under a microscope. While he watched the microbe, which was rod-shaped, it became thinner in the middle. Finally the two halves pulled apart – there were two separate organisms. In approximately 20 minutes the same thing happened again. Then there were four organisms. Thus Spallanzani added important knowledge to the growing information about microbes.<br>2 Ask the students to construct a chart illustrating the growth of one microbe within one hour's time. For example:<br>Time — Rate of Microbes Growth<br>0 — •<br>20 min. — ••<br>40 min. — ••••<br>60 min. — ••••••••<br>3 Discuss a list of diseases caused by microorganisms. This would include mumps, measles (rubeola and rubella), chicken pox, small pox, flu, polio, syphilis and gonorrhea. | 1 "Microorganisms," ITV lesson. (See Appendix A, p. 98.) |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 3 The human body has built-in defense against many diseases. | The student should be able to:<br>1 Define immunity.<br>2 Identify three of the body's natural defenses against germ invasion (skin, mucous membrane, white blood cells).<br>3 Select two body defenses and describe how they protect against diseases. | 1 When a person's defenses against a disease are so strong that the person is absolutely protected against the disease, the person is immune to the disease. Discuss the following material concerning immunities:<br>a) Passive immunity. Immunities of this type occur whenever the protective agents of one person's bloodstream are transferred to the bloodstream of another.<br>b) Active immunity. This immunity develops through the body's own effort to resist disease. This type of immunity may develop as a result of having the disease or being innoculated against the disease.<br>2 Discuss the following natural defenses against germ invasion:<br>a) Skin. Most of the body is covered with a protective layer of skin which is resistant to disease. Organisms can enter only through a break in the skin or through one of the natural openings.<br>b) Mucous membrane. Every body opening is lined with a mucous membrane. This membrane traps many microorganisms as they enter the body.<br>c) White blood cells. If the organism gets into the bloodstream white blood cells have the ability to surround and digest the microorganisms. | 1 "Defenses Against Disease," ITV lesson. (See Appendix A, p. 99.) |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 4 Effective disease control involves individual responsibility. | The student should be able to:<br>1 Identify at least three personal health practices involved in effective disease control. | 1 Have students identify personal health practices. These might include:<br>a) Eating properly and getting proper rest.<br>b) Having regular medical check-ups.<br>c) Following doctor's advice.<br>d) Keeping immunizations up-to-date.<br>e) (If possible,) Staying away from others with communicable diseases.<br>f) Maintaining personal cleanliness.<br>g) Using chemicals.<br>h) Purifying food and proper food care.<br>2 As a class, make up slogans or jingles to illustrate the health practices listed in 1. For example, "Be wise – get immunized" and "To do your best get proper rest."<br>3 Now is a good time to check each student's immunization record. Ask for parental assistance and have the students compile their "shot" record. This record should indicate the particular immunization and the date when given. Work with the school nurse and contact the parents about any shots which are not current. | 1 "Good Health Practices" and "The Magic Touch," Nebraska Department of Health films.<br>2 Refer to Appendix C for material available from the American Lung Association and the Nebraska Department of Health. |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
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| 5 Disease may spread from community to community and from country to country. | The student should be able to:<br>1 Define a communicable disease as a kind of disease that is passed from person to person.<br>2 Identify at least four methods of transmission of communicable disease (air, water, food, direct contact, vectors such as fleas and mosquitoes).<br>3 Select a communicable disease and indicate how it is spread and how it can be prevented.<br>4 Describe one way that state health agencies control and prevent the spread of disease. | 1 Have the children make posters illustrating various methods of transmission of disease-causing microorganisms.<br>2 Allow the students some library time to prepare a report on one of the great epidemics of the past. Have them identify how the disease spread, death rates and various methods that were used to prevent the disease.<br>3 Have the students select a disease that is currently under control in the U.S. (small pox, polio). Have them write a paragraph indicating the causal agent, method of transmission, method of prevention and the person credited with finding its cure. | 1 "A Community Concern," ITV lesion. (See Appendix A, p. 100.) |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
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| 6 The respiratory system may be impaired or irritated by disease. | The student should be able to:<br>1 Identify the nose, trachea, bronchial tubes and bronchioles as the main parts of the respiratory system.<br>2 Identify diseases that affect the respiratory system when given a list of diseases.<br>3 Select at least two respiratory diseases and indicate which part of the system is affected.<br>4 Explain how smoking affects the respiratory system. | 1 With the aid of wall charts or other illustrations, have each student draw and label the main parts of the respiratory system.<br>2 Compile a list of diseases and have the students check those that may affect the respiratory tract. The list could include tuberculosis, measles, mumps, emphysema the common cold, asthma, bronchitis, chicken pox, hay fever, heart disease and glaucoma.<br>3 Present the following respiratory diseases and the parts of the system which they affect:<br>a) Bronchitis. Infection of the bronchial tubes.<br>b) Emphysema. Breakdown of the air sacs in the lung.<br>c) Lung cancer. Abnormal cell growth in the lungs.<br>d) Strep throat. A strep infection of the upper respiratory system. | 1 "Smoking and Health – Report to Youth," a Nebraska Department of Health film.<br>2 Refer to Appendix C for materials available from the Nebraska Department of Health, the American Lung Association and the American Cancer Society Nebraska Division.<br>3 Transparency master in Appendix B: the respiratory system. (See p. 102.) |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
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| 7 The circulatory system may be impaired or irritated by disease. | The student should be able to:<br>1 Identify the heart, blood vessels (arteries and veins) and blood as the major parts of the circulatory system.<br>2 Identify the diseases that affect the circulatory system when given a list of diseases.<br>3 Select at least two diseases of the circulatory system and indicate which part of the system they affect. | 1 With the aid of wall charts or other illustrations have each student draw and label the main parts of the circulatory system.<br>2 Compile a list of diseases and have the students check those that may affect the circulatory system. Include: heart attack (coronary), leukemia, small pox, diabetes, arteriosclerosis, stroke, whooping cough, high blood pressure.<br>3 Present the following diseases of the circulatory system and the parts of the system which they affect:<br>a) Heart attack (coronary). Usually is a blockage in the blood vessels which supply blood to the heart.<br>b) Leukemia. Abnormal increases in white blood cells. These white blood cells damage the oxygen-carrying red blood cells.<br>c) Arteriosclerosis. A hardening or narrowing of the blood vessels. This interferes with the blood flow and makes the heart have to work harder to pump the blood.<br>d) Stroke. Blockage in the vessels which supply blood to the brain. | 1 "I am Joe's Heart," film from the Nebraska Heart Association and the UNL Instructional Media Center.<br>2 Transparency master in Appendix B: the circulatory system. (See p. 101.)<br>3 Refer to Appendix C for materials available from the Nebraska Department of Health, the American Lung Association, the American Cancer Society Nebraska Division and the Heart Association. |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 8 The circulatory system is influenced by many factors. | The student should be able to:<br>1 Identify the heart, arteries and veins as the main parts of the circulatory system.<br>2 Describe how proper exercise strengthens the heart.<br>3 Identify foods that may be harmful to the circulatory system.<br>4 Explain how smoking affects the circulatory system. | 1 Certain factors have been linked to diseases and conditions of the circulatory system. These include exercise, diet and smoking. As a class, discuss these factors:<br>a) Exercise. The heart is a muscle and functions as a pump for the circulatory sytem. Through the circulatory system, every cell in the body receives food, oxygen and disposal of its waste materials. Participation in exercise and activities makes the heart more efficient by increasing the amount of blood flowing from the heart with each beat, yet maintaining the same number of heartbeats as before.<br>b) Diet. Certain foods have the potential of harming the circulatory system. These are foods high in cholesterol. In some people cholesterol tends to build up in the blood vessels and can cause partial or complete blockage of the vessel. This blockage can cause a blood clot or if it is a vessel which supplies the heart, the result can be a heart attack.<br>c) Smoking. The carbonmonoxide in tobacco smoke interferes with the absorption of oxygen into the bloodstream. This forces the heart to work harder to supply the body with the needed oxygen. Also, the nicotine in smoke causes the | 1 Refer to Appendix C for materials available from the Nebraska Department of Health and the Heart Association. |





vessels to constrict. This causes a rise in blood pressure and an increase in heartbeat. As a result, the heart may become overworked.

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
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| 9 Cancer is a disease involving abnormal cell growth. | The student should be able to:<br>1 Describe normal cell growth as the controlled and orderly growth of cells in the body.<br>2 Define cancer as the disorderly and uncontrolled growth of cells in the body.<br>3 Define a tumor (swelling) as a mass of abnormal cells.<br>4 Differentiate between benign and malignant tumors. | 1 Review normal cell growth. The cell division is controlled and the cells quickly change to become adapted for different functions. The new cells form useful tissues and organs. Normal cell growth stops when a wound has healed or when no more new cells are needed.<br>2 Discuss what cancer is. Cancer is abnormal cell growth. The cell multiplication rate is changed and the cells are different. They do not develop into useful tissues or organs. Cancer cells ordinarily do not stop multiplying once they start.<br>3 Have the pupils collect samples or illustrations showing uncontrolled growth on plants such as galls or burls. Explain that animal cells can grow in a similar manner.<br>4 As a class, consider the effects of weed invasion in a flower bed. Relate this to abnormal cells invading normal cells. | 1 "Cancer, Challenge to Youth," a film from the American Cancer Society Nebraska Division.<br>2 Refer to Appendix C for materials available from the Nebraska Department of Education and the American Cancer Society Nebraska Division. |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
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| 10 Some health habits can increase the risk of abnormal cell growth. | The student should be able to:<br>1 Explain the relationship between smoking and lung cancer.<br>2 Describe the relationship between over-exposure to the sun and skin cancer. | 1 Discuss as a class the direct connection between cigarette smoking and lung cancer. The mucous membrane which lines the respiratory tract contains tiny hair-like parts called "celia." The celia move back and forth in a rhythmic motion. As they move they brush harmful particles of dust and smoke away from the lungs. Tar and nicotine damage this celiary action and these irritants may bring about cancerous changes in the cells of the mucous membrane.<br>2 Ask the students to rewrite the warning on cigarette packages in an effort to make it more effective.<br>3 Most skin cancer is caused by excessive exposure to the sun. With this information in mind, ask the class the following questions:<br>a) Is it wise to get a very dark suntan?<br>b) What precautions should you take when you will be out in the sun all day because of your summer job? | 1 Refer to Appendix C for materials available from the American Cancer Society Nebraska Division, the Nebraska Department of Health and the American Lung Association. |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
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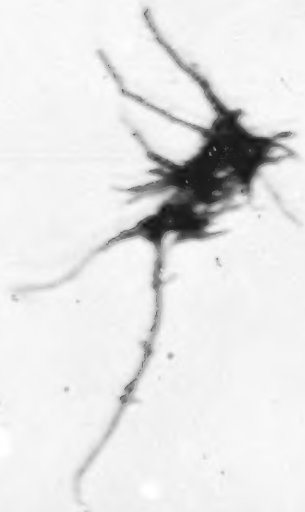
| 11 Many types of cancer can be cured. | The student should be able to:<br>1 Relate at least three of the seven warning signals of cancer.<br>2 Explain the need for early diagnosis and treatment in the cure of cancer.<br>3 List surgery and chemotherapy radiation as the only effective types of treatment in the cure of cancer. | 1 Have the students make posters illustrating the cancers warning signals:<br>a) Change in bowel or bladder habits.<br>b) A sore that does not heal.<br>c) Unusual bleeding or discharge.<br>d) Thickening or lump in breast or elsewhere.<br>e) Indigestion or difficulty in swallowing.<br>f) Obvious change in wart or mole.<br>g) Nagging cough or hoarseness.<br>2 Ask the students to put on an intensive public relations campaign and spread the word that cancer is curable – if diagnosed and treated early, cancer is among the most curable of the major diseases. Do this with posters, bulletin board displays, distribution of pamphlets available from American Cancer Society.<br>3 If possible, have someone who has had successful treatment of cancer talk to the class. Ask the guest to discuss diagnosis, treatment and his/her personal involvement with the disease. | 1 Refer to Appendix C for materials available from the American Cancer Society Nebraska Division and the Nebraska Department of Education. |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 12 Teeth contribute to appearance, digestion and speech. | The student should be able to:<br>1 Identify chewing and contributing to speech and appearance as the three main functions of teeth.<br>2 Define "malocclusion" as the inability of the teeth in the upper jaw and lower jaw to meet and align properly.<br>3 Identify at least two factors influencing malocclusion.<br>4 Identify the importance of orthodontic bands to correct malocclusions. | 1 Every tooth has a partner in the other jaw. They work together to bite, tear and grind food. The ideal relationship of tooth to tooth is occlusion. Any deviation from the ideal functional contact of the teeth is known as "malocclusia." Present the following as factors which influence malocclusion:<br>a) Inherited characteristics.<br>b) Late eruption of the teeth.<br>c) Facial bone structure.<br>d) Habits (thumb sucking, etc.).<br>e) Dental care.<br>f) Tooth loss.<br>2 Invite a dental consultant for group demonstrations of staining, brushing and flossing. Have the consultant demonstrate types of malocclusion.<br>3 Emphasize good oral hygiene for the entire time that orthodontic bands are worn. Decay can form more easily when bands are present. | 1 "Your Mouth," a film from UNL Instructional Media Center and "Teeth are for Life," a film from Nebraska Department of Health.<br>2 Refer to Appendix C for materials available from the Nebraska Department of Education. |

| Concept | Instructional Objectives | Suggested Activities | Media Resources |
|---|---|---|---|
| 13 Dental health is an individual responsibility. | The student should be able to:<br>1 Explain the importance of proper diet to good dental health.<br>2 Explain the importance of regular flossing and brushing to good dental health.<br>3 Explain the importance of regular check-ups to good dental health. | 1 Present the following information concerning diet and dental health.<br>a) A proper diet is important for good dental health.<br>b) Calcium is needed for proper tooth development.<br>c) The Basic Four food groups contribute to good dental health:<br>1 Milk group – four servings.<br>2 Meat group – two servings.<br>3 Fruit and Vegetable group – four servings.<br>4 Bread and Cereal group – four servings.<br>d) The amount of sugar in the diet probably needs to be reduced.<br>1 Sugar is most harmful in small amounts at frequent intervals between meals.<br>2 Sugar turns to acid five minutes after eating. | 1 "Flossing and Brushing," a film from the Nebraska Department of Health. |



# APPENDIX A

## FITNESS FOR A LIFETIME

The ITV telelesson supporting this instructional concept was not yet produced at the time these guidelines were printed.

The media objectives to be achieved by this lesson include but are not limited to the following:

1) To illustrate how exercise increases the effectiveness of the respiratory system.

2) To illustrate how exercise increases the effectiveness of the circulatory system.

3) To illustrate how exercise increases the development and effectiveness of the muscles.

4) To illustrate that regular physical fitness involves a personal commitment.

# NUTRITION: EFFECTS OF FOOD ON THE BODY

**Summary of the Telelesson**

A discussion using charts and film clips centers around the processes involved in assimilating food into the blood stream. Protein is shown in some detail, and its structure (every protein is made from combinations of the same 22 amino acids) is discussed. The main functions of the other nutrients are also discussed and demonstrated.

A review of the six nutrients present in food closes the lesson.

**Follow-up Activities**

The following experiments with food will allow detection of the presence of nutrients in food:

1 To find out how much water various foods contain, weigh samples of fresh foods on a postage scale. Use thick slices so they will not fall apart. Then set the slices out to dry. A drying rack can be made by putting a piece of wire screen over the top of a large tin can (remove the top and bottom of the can). To hasten the process, put a 25-watt lamp in the bottom of the can. When the food is dry, weigh each sample again. By subtracting the weight of the dry food from the weight of the fresh food, you can determine the weight of the water which evaporated from each sample.

2 To test for starch (carbohydrate), put a drop of iodine solution (a few drops of iodine in water to make a light brown mixture) on a piece of food. If the food contains starch, it will turn blue-black. For example, flour, bread, oatmeal and potato will; sugar and carrots won't.

3 To test for protein, add a little concentrated nitric acid to a sample of a food in a test tube. If protein is present, the food will turn yellow.

4 To test for fat, rub a piece of food on some unglazed paper (a brown paper bag, for example), then hold it up to the light. If the food contains fat, some of it will rub off on the paper and cause a translucent spot. Unlike a water mark which dries, the fat spot will remain.

5 To demonstrate the function of calcium, see what happens when the calcium minerals are removed from an egg shell. Pour some white vinegar into a jar and immerse an egg shell in it. Allow it to stand for 24 hours, then examine it.

# NUTRITION: BUILDING HEALTHY BODIES

**Summary of the Telelesson**

The program opens with a brief discussion of the 1972 Council of Human Environment. The term "bioenergetics" is introduced, and nutrition and pollution problems are linked through discussion and pictures.

A pyramid of blocks shows the quantity of servings and variety of foods needed in a daily diet; a calorie chart gives some idea of the content of common foods. The students are encouraged to finish the following song (to the tune of the commercial, "I'd like to teach the world to sing"):

"I'd like to help the world to eat
With food for everyone
I'd like to help the world to eat
And my school lunch will be fun . . ."

**Follow-up Activities**

1 Nutrients in food can be lost. Explain to the class that the vitamin and mineral content of vegetables can be destroyed if they are cooked improperly. Present these suggestions for cooking vegetables:
   a) When cooking vegetables in water, use as little water as possible.
   b) Do not overcook.
   c) Follow closely the directions for cooking frozen vegetables.

2 Ask the class if anyone has food allergies. Discuss allergic reactions which usually appear as a skin rash or stomach problems. Common foods that may cause allergic reactions include egg whites, strawberries, milk and seafood.

## THE BODY'S COMMUNICATIONS SYSTEM

The ITV telelesson supporting this instructional concept was not yet produced at the time these guidelines were printed.

The media objectives to be achieved by this lesson include but are not limited to the following:

1) To identify the brain, spinal cord and nerves as the three main parts of the nervous system.

2) To illustrate how the spinal cord acts as a passageway for nerves.

3) To illustrate that the sensory nerves carry messages from the sense organs to the brain.

4) To explain that the brain interprets these messages and decides on the appropriate action.

5) To illustrate that the motor nerves carry messages from the brain to the muscles.

6) To illustrate actions which are voluntary.

7) To illustrate actions such as heartbeat and respiration which are involuntary.

8) To illustrate examples of reflex actions.

9) To illustrate how the nervous systems acts as a communications network to receive, interpret and send messages.

## THE BODY'S CHEMICAL REGULATOR

The ITV telelesson supporting this instructional concept was not yet produced at the time these guidelines were printed.

The media objectives to be achieved by this lesson include but are not limited to the following:

1) To identify the pituitary, adrenal, islands of Langerhans and thyroid as important glands of the endocrine system.

2) To illustrate the location in the body of glands of the endocrine system.

3) To illustrate how the endocrine glands function as chemical regulators of the body.

## HOW YOU GROW

The ITV telelesson supporting this instructional concept was not yet produced at the time these guidelines were printed.

The media objectives to be achieved by this lesson include but are not limited to the following:

1) To illustrate the main parts of a cell.

2) To illustrate the process of cell division:
   a) Present the relationship of cell division to body growth during the growing years.
   b) Present the relationship of cell division to replacement of old, worn-out cells.
   c) Present the relationship of cell division to replacement of injured cells.

## FAMILY TREE

The ITV telelesson supporting this instructional concept was not yet produced at the time these guidelines were printed.

The media objectives to be achieved by this lesson include but are not limited to the following:

1) To illustrate that it is a combination of genes that determines what a person inherits.

2) To differentiate between dominant and recessive genes.

3) To present examples of probability in relation to inherited characteristics.

4) To identify characteristics which are determined by heredity.

## STRONG FEELINGS

**Summary of the Telelesson**

In a fantastic dream a boy named Edgar is visited by the Professor of Anatomy and his animated chart of the human body. During a series of zany sequences, Edgar discovers how the emotions of love, fright, disappointment, confusion and embarrassment affect the body.

As he awakes from his dream, he finds he is reacting to the stimulus of the dream with strong emotions; he is worried by the feelings in his stomach, the race of his pulse and perspiration and cold palms. He is assured by his father that his body is designed to react in this way and he goes back to sleep to dream again of the Professor and his charts.

**Follow-up Activities**

1 Have the children close their eyes and take a fantastic voyage through the body. Have them write a journal of their discoveries.

2 Have the class form small groups. Give each person a list of feelings to express without words. The rest of the group should try to guess the emotion being expressed. Suggested emotions: fear, hate, confusion, anxiety, nervousness, embarrassment, love, happiness, disappointment, confusion, disgust, surprise, dreaminess, sorry, hope, depression, stubbornness, unhappiness.

Have the groups make an inventory of expressions. For example: "Get off my back," "Cry your eyes out," "Pain in the neck." Why do some parts of the body lend themselves more to "body language" than others?

3 Have the students feel their hair, skin, bottoms of feet, palms. How do they feel different from one another? What effect do strong feelings have on them? Then have the students draw patterns based on the movement of their internal organs.

4 How do feelings affect the body? What do different parts of the body symbolize? (For example: heart/love.) Discuss parts of the body and their functions. What happens to the body when it is not cared for? Where are the hinges on the body? What parts of the body could be described as elastic? What is the day and night of the body?

What do students feel are the beautiful parts of their body? The ugly parts? Why? (Stress the body as a rhythm instrument.)

5 Ask the children to make noises, using parts of their body other than their voices. Record the sounds. Examples: click tongue and teeth, breathe loud, whistle, sputter, clap hands, slap legs, stamp feet, rub hands.

6 Have the children feel their faces as they change when they smile, laugh, squint, make faces, cough, hold their breath, cry.

# GETTING EVEN

**Summary of the Telelesson**

A construction worker comes across several children scrapping in a vacant lot and makes them tell how it all began. They explain that three of them have built a clubhouse and formed the Secret Club of Three. They say that they have asked their two friends to join: "All they had to do was pay." The three complain that the others began to tear down the fort to build their own: "That's why the fight began."

The two retort, "We were friends. They left us out! They don't like us anymore!" This leads to more complaints until the older man lays down the law: "You can all play here or nobody plays." Perplexed, he wonders, "Why does everyone always have to try to get even?"

The obvious topic of discussion is revenge – the need to get even for alleged hurts. A more subtle topic that may be missed is the feeling of rejection persons develop when inadvertently left out of a group. Group members may be amazed and confused when those excluded seek revenge on group members or the group purpose, especially if the group was designed solely to carry out a worthy purpose and not to exclude anyone.

**Follow-up Activities**

The purpose of this exercise is to provide a situation in which children experience acceptance and rejection. (To be effective, the game should be played on three consecutive days.)

a) The First Day

Each child should be assigned a number. The children should not reveal their numbers to other classmates. (The teacher should keep a master list, however.)

Divide the class alphabetically. (A hypothetical class of 30 is used in the directions.)

The first 15 are told that they will be the "teacher's pets" for the entire day. Each receives a pink piece of paper marked "Teacher's Pet." It contains the questions below to be answered at the end of the day. A box at the top right-hand corner of the page is for the student's number.

Questions for Teacher's Pets

Did you really feel you were the teacher's pet all day? Why or why not? How did your classmates react to you as the teacher's pet? Did you enjoy being the teacher's pet? Why or why not? If you had been able to make changes during the day, what would they have been?

The other 15 children should be told that they will be "left out" or rejected for the entire day. Each is to receive a blue piece of paper marked "Left Out." It also contains questions to be answered at the end of the day. Students should be reminded to put their numbers in the top right-hand box.

Questions for Those Left Out

How did you feel during the day? Why did you feel that way? How did you feel toward the teacher's pets? How did you feel toward the teacher? Is being left out a bad experience? Why or why not?

The 15 teacher's pets should receive privileges and be praised, encouraged, rewarded, etc. (Use any activity that will make this group feel special.)

Those who are "left out" should be ignored totally – by the teacher and by the teacher's pets. At the end of the day, discuss each group's feelings. After the discussion, tell the children that on the second day they will reverse roles.

b) The Second Day

Follow the same procedure as on the first day, except for reversing the roles.

c) The Third Day

Discuss the children's feelings and the teacher's feelings. Pass out corresponding numbered sheets. Children should not receive their own sheets. Ask the children to reexamine their feelings after reading the feelings of others.

## HOW DO YOU SHOW

**Summary of the Telelesson**

It's a mighty good day for showing how you feel, and Nick, Brice and Richard do just that. As the three friends leave a playground, they are jumped by older boys who wrestle two of them to the ground and take their money.

Nick expresses his anger through shouting, kicking boxes and breaking old bottles, while Brice is passive, quietly keeping his feelings to himself. Richard remains fairly even-tempered.

As the afternoon progresses the boys express anger, fear, enthusiasm and guilt as they play baseball, walk through a cemetery and snitch a piece of chocolate cake at Richard's house. Each shows his feelings in his own way.

In an off-hand manner Richard asks Brice whether or not he's going to tell his parents about the bullies. Brice replies that he doesn't say much to his parents. Richard asks in some amazement, "How come you don't say what you feel and think?" Brice answers, "I don't know. Does it matter?"

**Follow-up Activities**

1 The telelesson shows only boys expressing themselves. Have the girls write a skit similar to the program, showing how girls express feelings in their own ways. Are these different from boys' feelings? Why?

2 Play charades. Give one child a card with a feeling written at the top so that his/her teammates do not see the word. He/she expresses that feeling without using the specific word. The team discusses the possibilities and then makes a guess.

3 As a class, do body movements with a music background. For example, mimic animal movements: cows, snakes, porcupines, horses, pigs. Show how a person moves when angry, sad, excited, afraid, happy.

4 Create a fantasy environment designed to help children express their feelings. Use large color posters, electronic music, tape-recorded sounds, long strands of yarn, balloons, crepe paper, big boxes, Christmas lights, slides, angel hair, logs.

5 Express emotion through color. Identify feelings and perceptions by naming them as colors (i.e., red may mean happiness for one child and horror for another).

Ask the students, "What color do I make you feel? What color do I remind you of?" (Students respond.) "What is there about me that reminds you of that color?"

From then on the children can ask questions of each other. Color games can be played by groups of two or more or by a whole class. (Note: Negative feelings about other children may come out in this game, and you should consider how to deal with this expression of feeling.)

6 Assign an emotion to each child.
   a) Have each child make a gesture or non-verbal sound that expresses that emotion.
   b) Ask the children to close their eyes and wait until an expression naturally appears on their faces; have an observer identify the emotion.
   c) Have the children close their eyes and make sounds; have an observer identify the emotion.

# POWER PLAY

**Summary of the Telelesson**

The time is an unlikely day in the future in a school free of adults for a day. The students are in charge.

In this fantasy, the school's adult power structure is gone and order must be reestablished. Someone needs the power to get things done. The students consult a slide bank for information on how to get legitimate power through elections. The departing teacher's appointee loses in the open elections that follow, but even so, a rebel gang rejects the results of the voting and walks out.

The students remember that adults work for rewards and decide that they will also. The elected leader consults the slide bank for adult references, plans the rewards based on work performed, marshalls the forces to back her up, and proceeds with her incentive plan as a way to establish power.

All goes well until the rebel gang decides to take their share of the rewards (treats) by force. The decision to punish the rebels by locking them out of the sleeping quarters results in drastic action – the gang takes over the school's energy source for all the machines. How can the elected leaders maintain their power? How can the rebels be controlled? How can order be restored? The slide bank doesn't have an answer; neither do the students. But just as things seem hopeless, the simulation ends. The students have learned a lot during their unlikely day at school.

**Follow-up Activity**

1 In small groups have students look at a list of persons who have different kinds of power and influence. For several tasks like those below, have the groups rank their first three choices for leader. When all the groups are finished, ask them to report to the class and share the reasons for their responses. Discuss how their responses show that different kinds of power can give a person influence in different situations. The class may want to add their own examples to those listed below.

(Rank in order the person from list a-h that your group would choose as leader, if you were . . . .)

A. Planning a class field trip to a national forest area.

1st choice _____
2nd choice _____
3rd choice _____

B. Asked to write and present a play.

1st choice _____
2nd choice _____
3rd choice _____

C. Given charge of the school for two days.

1st choice _____
2nd choice _____
3rd choice _____

D. Trying to win a student council election.

1st choice _____
2nd choice _____
3rd choice _____

E. Entering the school volleyball tournament.

1st choice _____
2nd choice _____
3rd choice _____

a. Someone who gets along well with everybody.

b. The class clown.

c. A very smart but bossy student.

d. Someone who is bigger and stronger than most of the kids, almost a bully.

e. The best reader in the class.

f. Someone who likes camping and has been on a lot of Scout trips.

g. Someone who is known and liked by all the teachers.

h. A very smart but shy student.

## SOMEONE TO TALK WITH

The ITV telelesson supporting this instructional concept was not yet produced at the time these guidelines were printed.

The media objectives to be achieved by this lesson include but are not limited to the following:

1) To identify the steps in the decision-making process.

2) To present a situation where discussion with others might be helpful.

3) To identify examples of "someone to talk with."

4) To illustrate how discussion can give better insight and perspective.

# TRAVELIN' SHOES

**Summary of the Telelesson**

Larry Billups has come to the hard decision that he must move his family from the country neighborhood where they have always lived to Washington, D.C. He knows that he needs to make a better living for them, although moving means giving up their relatives, old friends, their church and the pleasures of the water. Stuart, his son, resists the whole idea and tries to persuade his parents to let him stay behind with his grandfather. His older sister, Kim, can hardly wait to get to the city, where she expects to discover a more exciting kind of life. Didi, the youngest child, is a passive observer of the events that surround her.

There are mixed, even strained feelings within the Billups family about the coming move, and these are revealed both in open opposition and in quiet uncertainty.

The members of the Billups' church gather for a farewell party and Mrs. Kelly, the pastor of the congregation, tells them that as long as they stay together as a family, they can never really be moved; they will have the security of each other.

**Follow-up Activities**

1 Children usually have no choice but to move when their parents decide to do so. How can children cope with this problem? Have them complete these sentences:
I would feel _____ if I had to move because _____. If my family had to move, the thing that would bother me most is _____. I felt like _____ (one of the characters in the telelesson) because _____

2 Ask the children to role play this situation: You are a parent. How will you explain moving to another community to your children or to one of your friends?

Have the children select any place in the world where they would like to live and ask them to find pictures of the area they have chosen. Develop a unit with the children about:
a) How a move can change one's life style: clothes, food, pace of life.
b) How a move to a new climate or environment makes a difference.
c) How a move can cause sickness because of emotional stress.
d) How special health problems in the area can be handled. Are there preventive or protective measures to be taken?

3 Have the children make puppets and present a puppet play on how the characters in the telelesson felt about moving to the city. (The teacher should make sure that happy as well as sad emotions are expressed.)

4 Going to a new school, making new friends and living in a new neighborhood often create problems. Have the children consider these questions: Are you the kind of person who makes new friends quickly? What are some things you can think of to help you make new friends? What are some things you might have to change about yourself?

5 Have the children think about this situation: Because you are moving and there isn't room to take everything, your mother tells you that you can take only one suitcase. What, excluding clothing, would you take?

6 Many of our perceptions of persons are based on what they say. What would happen if we were limited to expressing ourselves non-verbally through movements, touching, showing, gestures, facial expressions? Ask the children to pair up and to communicate non-verbally about how they might make new friends in a new situation or how they might tell their close friends good-bye because they are moving.

# BREAKUP

**Summary of the Telelesson**

Becky's parents are separated, uncertain of what will become of their marriage and their lives. On the day that her father is flying into town to see them for the weekend, Becky's mother drives her and her younger brother Cory to the airport. The mother is anxious and distracted, Becky is confused and frightened and Cory restless and innocent of the troubles around him. All along the way Becky questions her mother with growing intensity about why "people fall out of love" and what is going to happen to them if there is a divorce. Edgy about seeing her husband again, the mother cannot find the patience to answer the questions to Becky's satisfaction. In spite of her mother's reassurance that both her parents love her very much, Becky imagines fantastically the frightening consequences of divorce. These nightmarish episodes reveal Becky's feelings of fear, anger and guilt, and are contrasted with the happy times that she remembers from the days when her parents were still in love. When the father arrives, he embraces the children and then haltingly takes his wife's hand. As they leave the airport together, there is no way of knowing whether a reconciliation is still possible or whether all of them will yet have to grope through the pain of divorce.

**Follow-up Activities**

1 Have moments of silence before starting your questions. If discussion begins spontaneously, follow the children's lead and introduce the following questions as they fit into the natural flow of the discussion.
   a) How do you feel?
   b) What other feelings did you have during the film?
   c) How did Mother, Daddy, Becky and Cory feel?
   d) How did they show these feelings?
   e) How do you know there is love in "Breakup"?
   f) Describe the mother's physical actions and feelings as she is driving the family to the airport and as they are waiting for the father to arrive.
   g) Becky and Cory ask their mother many questions. How does she answer those questions? Should we always expect an answer? How do answered and unanswered questions make you feel?
   h) How does Mother explain why Daddy is coming for a visit?
   i) Do you think Becky understands the difference between a visit and coming home to stay? Why?
   j) If you were in the mother's position, how would you explain?
   k) Becky had many daydreams. What are some of the happy dreams she had?
   l) Describe how Becky felt when she was a judge; a witness; the one on trial?
   m) How would you answer Becky's questions: "People don't fall out of love just like that, do they?" "Later on will you stop loving me and Cory?" "Why do you have to work, Mother?"
   n) Why do you think Becky said to her mother: "If you and Dad will get back together, I'll wash the dishes." "Mom, if Dad wants to get back together, you will, too, won't you?"
   o) Both parents tell Becky and Cory that they love them very much. Do you think Becky believes them? Why?
   p) Mother and Daddy explain divorce in the film. What is your idea of divorce? How would you explain divorce to someone your own age?
   q) What do you think happens to the family?

2 Role playing would be an excellent way to follow up "Breakup." Use some of the questions from no. 1 for the situations. After role playing, discussion is essential.

3 We talk to others about our good times and our angers but seldom about our fears. Those we keep inside, even though it's hard to live with them. Ask the children to risk sharing some fear with someone they trust during the next 24 hours (by writing a letter, by phone, in conversation). The next day discuss:
   a) Is it difficult to tell someone what you fear?
   b) Do you know anyone you can be totally honest with? Why?
   c) Why is it hard to trust someone?
   d) Is there a secret or a fear that you haven't told anyone? Can you write it down just for yourself? Would you trust anyone to read it? Why do we trust some people but not others?

## FDA

The ITV telelesson supporting this instructional concept was not yet produced at the time these guidelines were printed.

The media objectives to be achieved by this lesson include but are not limited to the following:

1) To identify the Food and Drug Administration (FDA) as an organization set up to enforce the "pure food and drug laws."

2) To illustrate the following functions of the Food and Drug Administration:
   a) To prevent unproven drugs from being placed on the market.
   b) To initiate removal of products from the market if scientific data reveals unacceptable risks.
   c) To require existing market products to be redesigned, relabeled or repackaged because of inaccuracies or misleading information.

# THINGS WE BUY AND WHY

**Summary of the Telelesson**

Mother has just returned from her weekly grocery shopping trip. She has several heavy bags of groceries to carry in so she calls on the children, Jamie and Jennifer, to help her. Jamie and Jennifer help unpack the groceries and recall that they are familiar with many things Mom bought because they have seen them advertised. Mom and the children discuss in detail the various ways advertising affects what people buy. They create a new product and decide how it could most effectively be advertised. They also discuss how traditions, religious beliefs, fads and family influence buying patterns.

**Follow-up Activities**

1 Discuss television advertising. Have children recall and describe different television commercials they view. Compare what is being advertised with the product. Is the product being advertised or is it advertising "around the product"? Is there a catchy song or a character which attracted the viewer's attention to the ad?

2 Discuss the fact that the average child watches 25,000 commercials a year. Over $400 million is spent for children's advertising alone. The child will see an average of 20 minutes daily or about three-and-a-half hours of advertising each week. Point out that advertising is expensive. A television commercial may cost $20,000 to make. A one-page four-color advertisement in *Time* would cost at least $40,000 for one use. In *Jack and Jill* it might cost $4,400. Discuss the Federal Trade Commission. This government agency tries to protect the consumer. It enforces the rule that ads can not present false information or mislead. For example, Wonder Bread ads said the bread built strong bodies 12 ways. This was found to be false information.

3 Have students collect clippings of advertised products. Have them tell where they were found. Review the fact that advertisements are placed in magazines according to the product. Fishing rods are not advertised in women's magazines. Identify words that might emotionally affect a consumer. Discuss ways people are influenced to buy these products. Develop a bulletin board display with these.

4 Discuss other things that influence buying such as religion, traditions, fads and family patterns. If a health store is nearby you may wish to bring some samples of health foods for children to examine. Have the children tell what kinds of things they think influence what their family buys.

5 As a class, decide to create a new product such as the cereal created on the telecast. Decide on the product, what it will be like, how it will be packaged and what the package will look like.

6 Decide who the product is for and what areas of advertising are going to be used. Decide if you are going to have an identifying character or an identifying song or something of this type. Decide on the character or write the song.

# BUY AND BUY

**Summary of the Telelesson**

Captain Selmore, the host of a TV cartoon show, is up to his usual tricks. He's making a frantic sales pitch to his young audience for the latest gimmicky toy, the iron whirligig. Two of the Captain's regular viewers, Pete and Joe, are excited by the Captain's spiel and beg their mother to buy the toy for them. Their father, however, has his doubts and says no. The boys are determined to work out some way to get it after all. Pete tries to persuade Joe to use the money that he's been saving for a bicycle, but Joe has begun to have his own doubts about the real value of the toy. The brothers talk over the pros and cons of the purchase and then go off to a store to inspect the iron whirligig to see for themselves whether it's really as spectacular as Captain Selmore has claimed. Pete is all the more enthusiastic about the toy, but Joe hasn't yet made up his mind.

**Follow-up Activities**

1 Have children plan a week's menu based on their family's budget for food for the week. Remember that nutritional values are part of the best buy.

2 Bring in different items to be tasted by the children. They should be aware of store brand and name brand products. See whether children can detect differences. If so, what are they?

3 Have the class study various advertisements and then write their own advertisements for a particular product. Have each child, after studying guarantees and warranties, try to sell a classmate a product.

4 Prepare a grocery list with the students and then go shopping to achieve an "ideal consumer experience." Before you go:
   a) Examine the newspaper for the "special of the week," "two for one," "extra stamps," "free dishes," "new cookbook," and "new low prices."
   b) Take along coupons.
   c) Answer questions such as: What effect does advertising have on prices? Are stamps a gimmick, a bonus or a nuisance? Is the "new low price" the same as the old price?

   Ask children to keep notes of their findings at the supermarket.

5 The following is a project tried by one teacher which, with variation, you could do in your classroom:

   "Children were having difficulty with math and didn't seem to have an appreciation of money or any idea how much something costs. They were eager to do something exciting.

   "In one of our talk sessions one child mentioned she had a retarded sister and that the Mental Retardation Center (any worthy cause could be substituted) needed some play equipment. We planned how we could get involved. Things began to happen. After a week of talking to teachers at the center, business men, other parents and the bank, we decided how to execute our plan.

   "We went to the bank and borrowed $50.00, got scraps from the lumber company along with nails, hammers and rulers and turned our room into a store. Things to sell that we didn't get from home, we got as donations from stores or we bought at wholesale stores. We set up hours during which we could sell to classmates and people in the community. (The entire community seemed to get wrapped up in the project.)

   "We wrote advertisements for the school newspaper, the local newspaper and designed posters to display in the department stores. We talked many long hours about what was happening and why.

   "The children learned: Math – they had to to function! (They didn't consider this math!) The value of a dollar. How parents work to earn money. How they could work to earn their own money. The value of a product, and how well the product was made. The value of safe construction. (One child wrote a letter to a leading manufacturing company explaining how poorly made the product was and offered suggestions about how to make it more durable and safe.) The feelings of their classmates and of themselves. The value of doing something for others.

   "It was a two-month project that will live with them forever. They earned $100 to buy equipment after paying the bank back."

## WISE BUYING

The ITV telelesson supporting this instructional concept was not yet produced at the time these guidelines were printed.

The media objectives to be achieved by this lesson include but are not limited to the following:

1) To present the factors which influence the selection of health products.

2) To illustrate comparison shopping according to
   a) price/ounce
   b) price/quality
   c) price/brand name
   d) price/personal preference

## YOU TAKE GOOD CARE OF YOURSELF

The ITV telelesson supporting this instructional concept was not yet produced at the time these guidelines were printed.

The media objectives to be achieved by this lesson include but are not limited to the following:

1) To define and present examples of over-the-counter drugs.

2) To present dangers associated with self-diagnosis and self-medication.

3) To identify the need to carefully follow all label directions.

4) To illustrate when it is necessary to seek outside medical help.

## MICROORGANISMS

The ITV telelesson supporting this instructional concept was not yet produced at the time these guidelines were printed.

The media objectives to be achieved by this lesson include but are not limited to the following:

1) To identify examples of types of microorganisms.

2) To identify examples of diseases caused by each microorganism.

3) To illustrate the ways that microorganisms are beneficial to man.

4) To illustrate the rapid growth of microorganisms.

## DEFENSES AGAINST DISEASE

The ITV telelesson supporting this instructional concept was not yet produced at the time these guidelines were printed.

The media objectives to be achieved by this lesson include but are not limited to the following:

1) To illustrate how the skin functions as the first line of defense against germ invasion.

2) To illustrate how the mucous membrane functions to trap disease-causing microorganisms.

3) To illustrate how white blood cells functions to fight disease invasion.

4) To identify examples of active immunity.

5) To identify examples of passive immunity.

## A COMMUNITY CONCERN

The ITV telelesson supporting this instructional concept was not yet produced at the time these guidelines were printed.

The media objectives to be achieved by this lesson include but are not limited to the following:

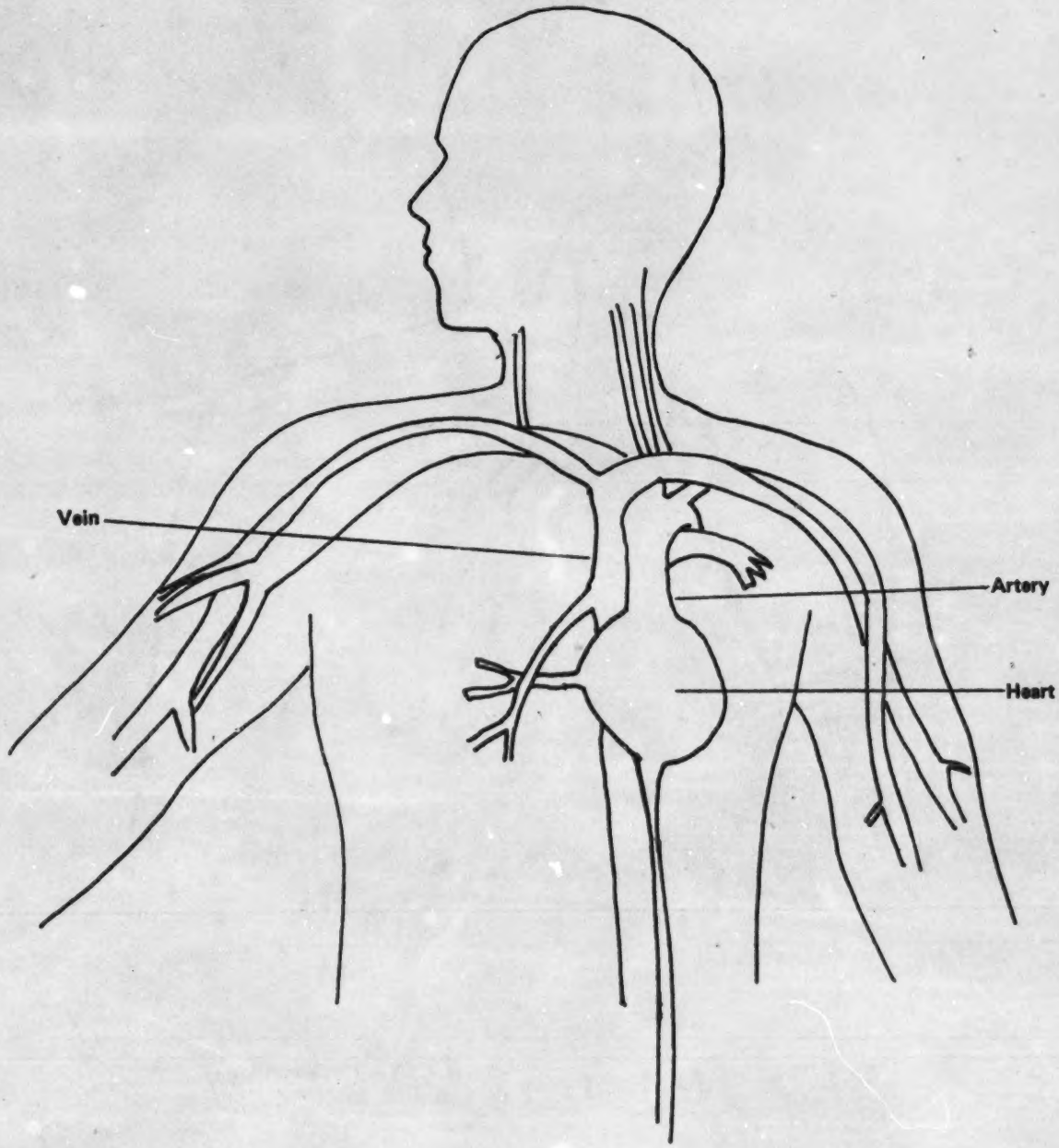
1) To illustrate how communicable diseases are spread from person to person (agent, reservoir, escape, transmission, entry and host).

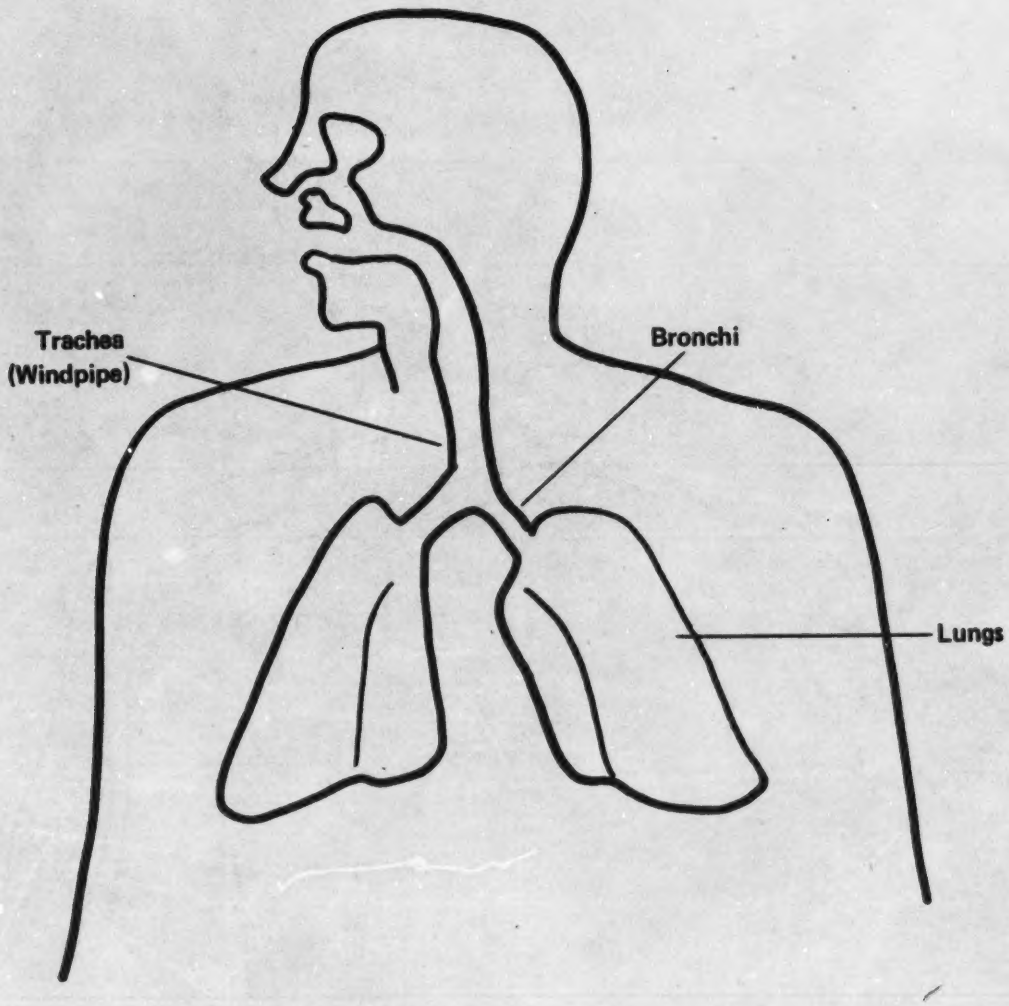
2) To illustrate methods of preventing the spread of communicable diseases.

3) To illustrate the personal and community involvement necessary to control the spread of communicable diseases.

# CIRCULATORY SYSTEM

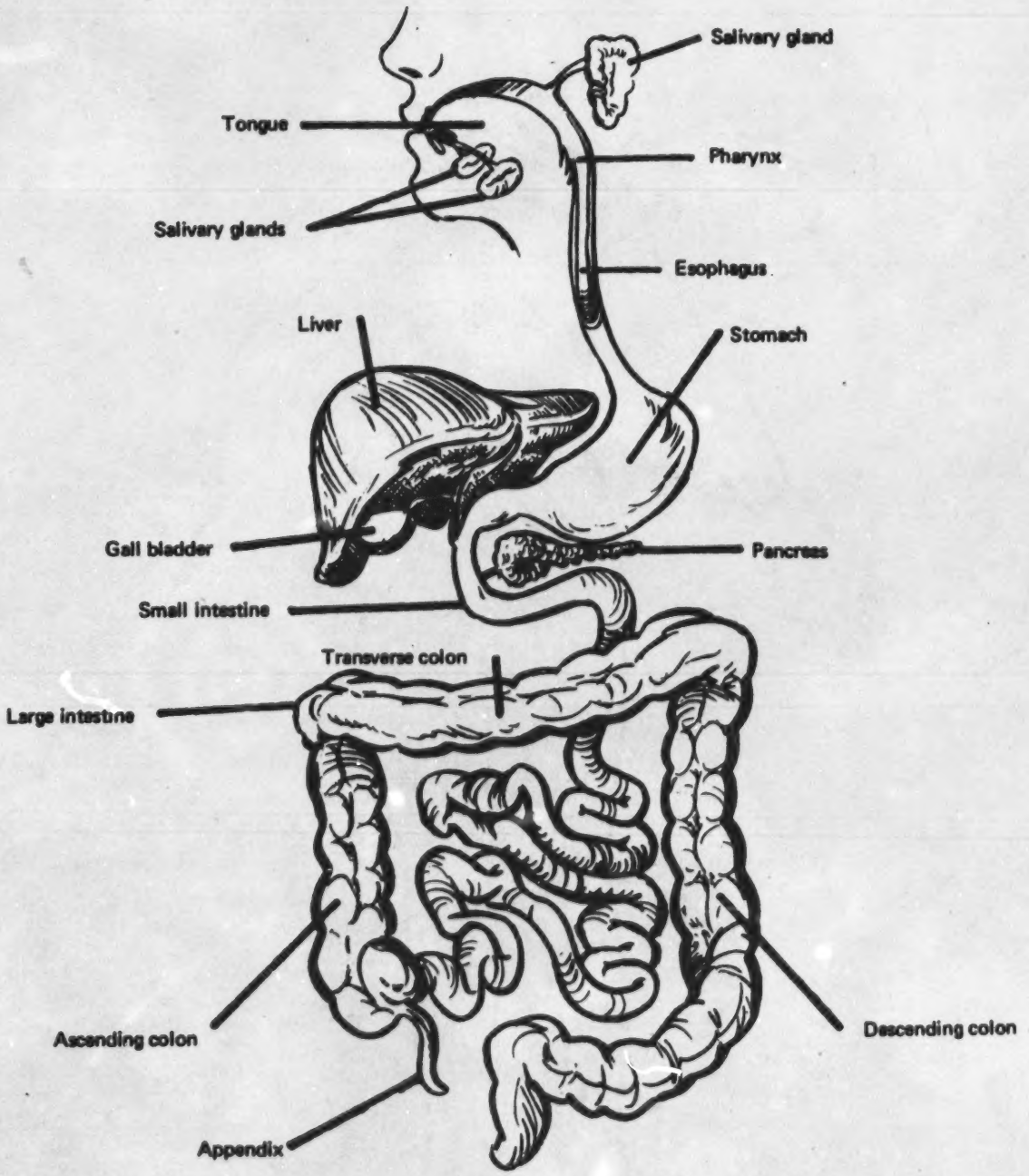




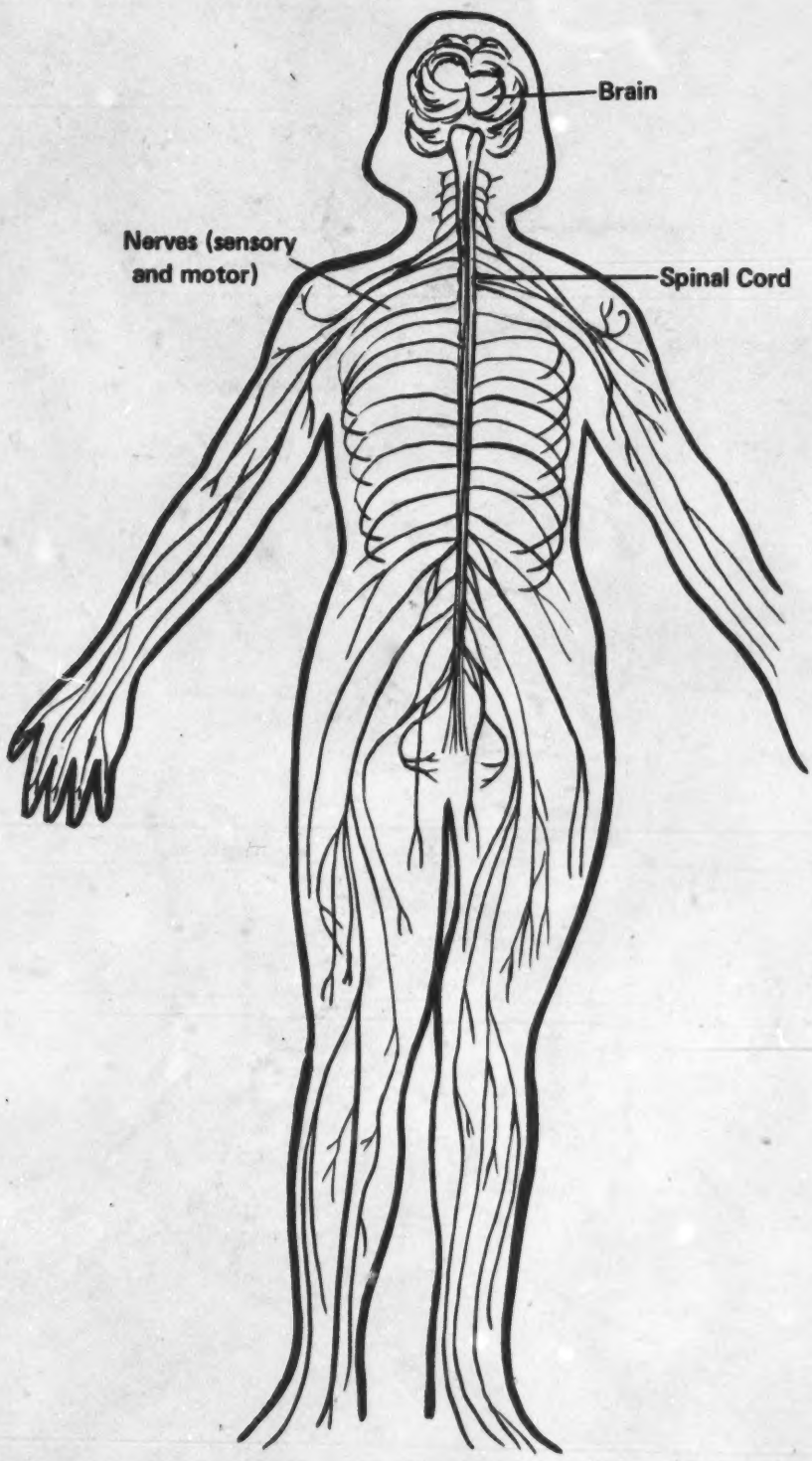



# *RESPIRATORY SYSTEM*

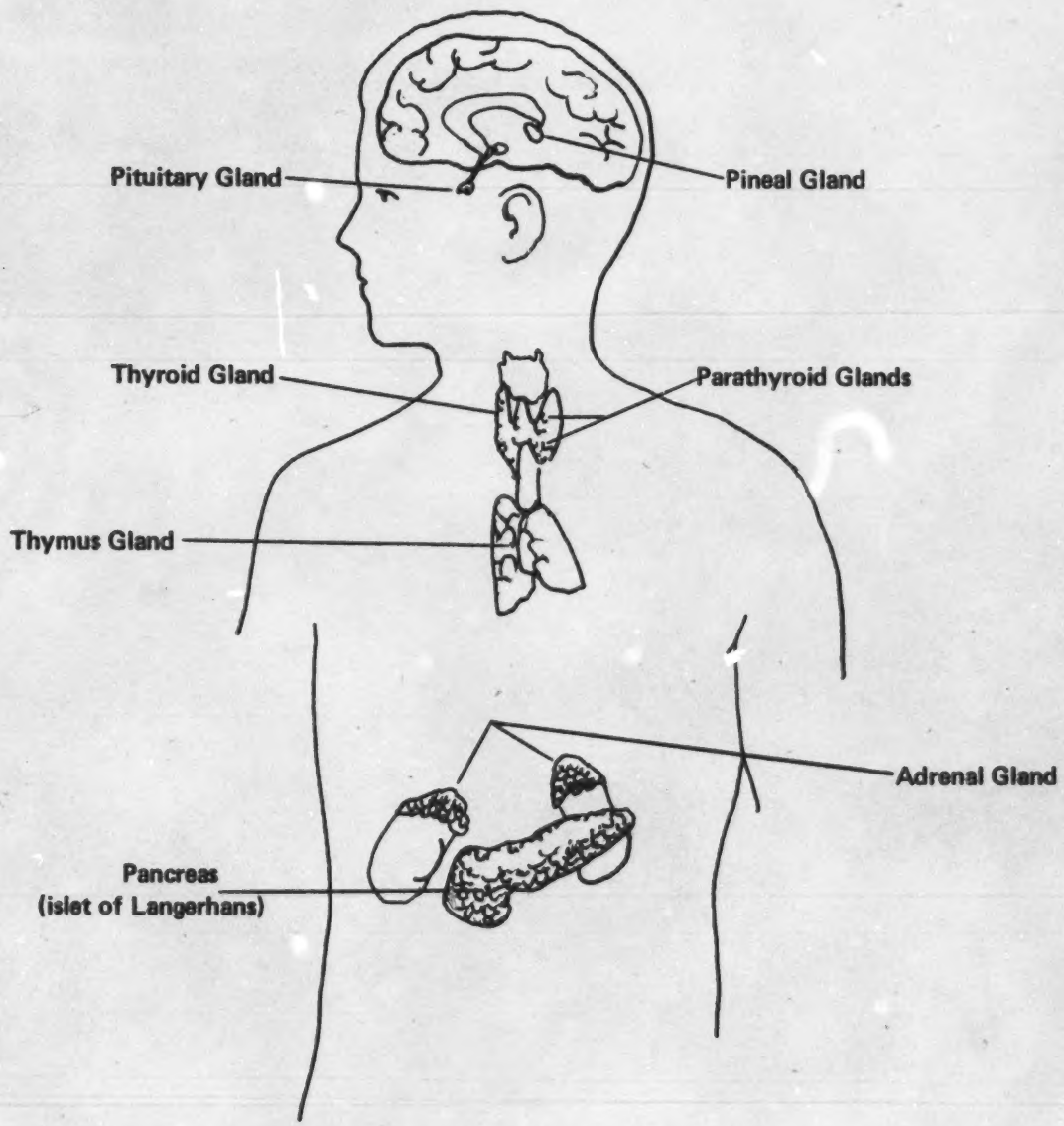
# *DIGESTIVE SYSTEM*



# *NERVOUS SYSTEM*



# *ENDOCRINE SYSTEM*



## Appendix C

The Nebraska health-related agencies and organizations listed below have free or inexpensive printed material available.

Hints on ordering materials:

1 Do not simply write the agency requesting "everything you have about _____."

2 To help assure a fast response, request materials by correct title or name of publication, film, pamphlet.

3 Most of these agencies have a catalog or listing of materials they make available. Teachers should request a current catalog or materials list so they may identify titles, cost (if any), and if materials are available in classroom quantities.

Nebraska Heart Association, 3624 Farnam St., Omaha, Nebraska.
--Pamphlets, wall charts and other printed material on heart physiology and heart problems; teacher and student resources.

American Cancer Society, Nebraska Division, 6910 Pacific, Overland Wolf Center, Suite No. 210, Omaha, Nebraska.
--Printed materials on smoking and cancer; teacher resources.

American Lung Association of Nebraska, 406 WOW Bldg., Omaha, Nebraska.
--Charts and other printed material on anatomy and physiology, smoking and disease control; teacher and student resources.

Nebraska Department of Public Institutions, P.O. Box 94728, State Capitol, Lincoln, Nebraska.
--Printed materials on school health environment, mental health and chemical substances; teacher resources.

Nebraska Department of Health, Lincoln Bldg., Lincoln, Nebraska.
--Printed materials on community health, dental health and nutrition; teacher and student resources.

Nebraska Society for the Prevention of Blindness, 120 South 42, Lincoln, Nebraska.
--Printed materials on safety and school health services; teacher and student resources.

Nebraska Department of Education, 233 So. 10th St., Lincoln, Nebraska.
--Printed materials on dental health, anatomy and physiology, consumer education and school health services; teacher and student resources.

Dairy Council of Central States, 6901 Dodge, Room 104, Omaha, Nebraska.
--Posters, booklets and leaflets on nutrition and its relation to general and dental health; physical fitness and weight control; teacher and student resources.